

The SIERRA EDUCATIONAL NEWS

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DR. DAVID PRESCOTT BARROWS
President University of California
December 2, 1919

EDITORIAL

IN a country the genius of whose social institutions is distinctly democratic and economic, the right and adequate equipment of the young for an intelligent participation in these institutions is of supreme importance. Among no other people is it so vital that men and women shall be organically related to the forces that make for their common life and the important contemporary movements.

THE CIVIC RELATIONS OF CHILDREN

The United States spends upon her various institutions of learning and upon her public schools from \$600,000,000 to \$800,000,000 annually. The bulk of it—83%—goes for elementary and secondary education. The interests of 20,000,000 children make it imperative that no mistake be made in the quality of the instruction offered by these schools. Among the interests to be kept in mind by those charged with their instruction there are the civic relations of the youth and how these may be most wholesomely conserved and furthered.

THE term civics has the usual restricted meaning. It pertains to one's relation to the city on the one hand or to citizenship on the other; and concerns one's subjection to the laws, the institutions and the corporate authority. It has to do, also, with the individual's relation to the political life. This is a legitimate use of the word and fixes a line of study for the later years of the elementary schools. But the term has a larger and more primitive meaning that underlies even its conventional and technical use. Civic connotes civil and civility; civilization and civilize; urban-

ity, urbane and urban; hence, of conduct, the courteous, obliging and considerate; well bred; accustomed to order, rule or government; domesticated; conventional, personal.

In the history of the word the term civic is opposed in meaning to ecclesiastical and military or naval. Society was organized on the basis of one or the other of these two forms. All life that was not of the church or the army was civil life. Business, education, social intercourse and the domestic relations all belonged to the civic order. In their extreme developments, those who had taken orders in the church, and the soldier class, were judged in their general behavior even, under the requirements of their respective organizations, and not by the conventional and less formal rules of the common society. It is more or less true even today. One standard of conduct obtains for the soldier and another for the civilian. Of the churchman this is less true in our day than it was a hundred years ago. But it once was true enough to give an opposition of meaning to civil and ecclesiastic; as there was and remains an opposition of meaning between civil and military. Civil relations are those that take hold upon the intercourse of men in the common life.

CIVIL is distinguished also from criminal, as naming, the one the normal or safe order for society, the other an abnormal and dangerous state of human intercourse. Civil and criminal codes are determined by a recognition of two unlike sets of relations. The latter imply an exercise of positive authority as against individual will; the former are

founded upon mutual good will and consent. *These* disregard personal preference; in *those* it is the vital factor. Man's civic relations make much of co-operation and free competition; of individual differences and personal biases; of mutual consent and consideration and tolerance and freedom of deportment and conduct through common sense. One's civil relations are his life in a large and comprehensive sense. Civil is opposed to criminal as freedom is opposed to unyielding and arbitrary authority. The two are opposed as the good and safe are opposed to the bad and dangerous, but chiefly because the former has its genesis in an exercise of good sense on the part of the individual, the latter as springing from bad judgment, not less than from a diseased purpose.

CIVIL, once more, is set in meaning over against wild or untamed. To become civilized means to become domesticated, habituated to living among people, after the customs of people and with the common interests of these people in view. The disposition is softened, the selfish whims and instincts controlled and conditioned by a regard for the common good, and the reactions of the public registered in the individual behavior. To be civil or to take on the civil requirements, means to be urbane, as people who live in the communities are brought to come under the conventions made necessary by a dense society; to be considerate and well-bred, to be conventional. Civil relations include all those common social relations of persons falling under the codes of politeness and courtesy fixing the amenities of social life.

HUMAN relations as they touch conduct are of three forms: (1) Those which the individual sustains toward

the institutions of Society—the Church, the State, the Family, etc.; (2) those involved in his intercourse with other individuals; and (3) those that grow out of his membership in various smaller, but all important groups, as neighborhoods, families, guilds, societies, schools, corporations, etc. Using the term with its broader meaning all of these relations are civil relations. In the schooling of the child, none of them can be safely neglected. In his education none of them are omitted. No sort of information, whatever its course, can be more important to him than that which fixes a habit of right relations with the State, municipal, and other forms of the governmental institutions; with the ecclesiastical establishments and the contemporary religious life; with the members of his family; with neighbors, the people among he is or may be called to transact business; with friends in a social way; with bodies of people organized for mutual entertainment and improvement; and with individuals also among all these forms of congregate life. The family begins this course of instruction; and an occasional one carries it on through the youth of their children. But the schools should and can do this far more effectively and with far more regard for the common welfare. The school has as one of its functions then, to conventionalize the child by fitting him to the institutional and social environment of his neighborhood and time. He is to become socialized, habituated to current customs, able and disposed to co-operate intelligently with others after the established order, interested in the common welfare, equipped with habits of industry. Through the machinery of the school he must learn and be led to practice the simple virtues of punctual and regular following of the

school regulations, orderly behavior among his companions, the doing of his duty with the rights of others in mind.

While the institution side of these social relations is emphasized by the adult, manner and custom conventionalities are more important to the child. These must not be neglected by the school. Book and formal lessons and technical exercises are not to be disregarded; but the established codes of right behavior must be included. The boy who has not learned the lessons of courtesy and industry and self-control and respect for others' rights and self-respect in the presence of crookedness before he has gone far in his 'teens, is not likely ever to learn them.

And these furnish the foundation of all that is best in the civic life.

R. G. B.

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SECRETARY David F. Houston of the U. S. Department of Agriculture, on a recent visit to the Pacific Coast, voiced a needed warning relative to the proposed Scenic Highway from San Francisco to Crescent City. Un-

HOUSTON AND THE HIGHWAY less a halt is called, there will be lost forever one of the greatest assets of this highway and of the whole people—the beautiful and historic trees. The great redwoods of the north coast counties of California are greedily looked upon by those selfish interests to whom the almighty dollar means more than the heritage of future generations as embodied in nature's great out-of-doors and the towering forest monarchs. These trees, centuries old, can not be replaced. They should be left to stand as sentinels and guardians along the scenic highway.

The editor on his trip to the East, just ended, had a conference with Secretary

Houston, and interviewed him on this subject. Every loyal Californian and Westerner should uphold this contention of Secretary Houston. We suggest our readers take this matter up aggressively and that teachers bring before their classes the tremendous economic and scenic loss to the country should these redwoods along the way be destroyed. If the pupils take an intelligent interest in this matter, such that it becomes a topic for conversation in the family circle, the safety of the trees will be assured.

Secretary Houston is doing much to advance the interests of agriculture and to promote country life throughout the nation. During the months we were at war, when this magazine was devoting itself to the advancement of war activities, Secretary Houston made valuable contributions to a number of our issues. His attitude on the Scenic Highway and the preservation of the trees is commendable and sane and should have hearty support.

A. H. C.

THE wheel has again turned. "Charles E. Chadsey, Superintendent of Schools," is the sign that greets the visitor to the rooms of the Board of Education of the city of Chicago. Dr. Chadsey was recently elected Superintendent at a salary of \$18,000 per year, but a change in the political situation in the City Hall and the action of Mayor Thompson, threw him out a few weeks after his appointment. For some time past he has been serving in the College of Education at the University of Illinois, on a \$6000 salary. Dr. Chadsey came to Chicago from the Superintendency of the Detroit Schools.

Now comes decision of the Appellate Court upholding the findings of the Circuit Court. The Trial Court upheld the order

to remove former Superintendent Peter A. Mortensen. The City Administration entered plea to stay this order. It thus became the old contest, enacted in so many cities, as between the powers of the municipality and those of the School Board in such matters. With the stay of execution waived and Dr. Chadsey again installed, it is entirely unlikely the Supreme Court would do other than reaffirm decision of the Appellate Court, should the case be carried to the higher tribunal.

The case commands nation-wide interest, not alone because Dr. Chadsey is one of the best known educational administrators in the country, but because his appointment ushers in a new era in the realm of teacher's salaries. Eighteen thousand is the highest salary yet paid for any educational position. There is no reason why the head of a great educational concern should not earn and receive a salary equal to that paid the President of a paper box factory, the boss of a brick plant, or the manager of a large hotel. Of particular significance, however, is the case because the recent decision is a rebuke to politics and pull, and reaffirms the well established principle in school administration, founded in administrative law, that education is a matter of state concern; that the School Board, rather than the City Council has power in and is responsible for the integrity of the school system. The decision shows through implication, as all such decisions have shown, that the same power that grants licenses to peddlers and auctioneers, should not have authority in the conduct of the schools.

As between former Superintendent Mortensen and Dr. Chadsey, the best of feeling exists. The former declared he would not contest the matter, permitting decision to rest with the School Board. Mr. Mortensen remains as Associate Superintendent, with Ernest E. Cole first assistant. This should make a splendid working organiza-

tion as Mr. Mortensen is a most superior school man and is well acquainted with Chicago conditions. With Dr. Chadsey we have for many years had a very close personal acquaintance. He is an exceptional man and executive, with broad educational vision. Our conference with him in Chicago on November 12, a few hours after his reinstatement, only served to convince us further of his sanity and clear sighted educational policies. The outcome in Chicago will be watched with interest.

A. H. C.

A GAIN and again do we find exemplified the proposition that the schools will suffer unless the teachers are constantly on guard. Under the best conditions State Legislators are enacting measures detrimental to

THE TEACHER the best interests of
ON GUARD the schools. With such an organization

as we have in California it is difficult indeed for such harmful legislation to be enacted. With us, too, a spirit of co-operation exists, such that the advice and judgment of the school people is usually asked by any legislator who has in mind changes in our school law.

A recent bit of legislation in Nebraska illustrates the point under discussion. Formerly there was in existence in that state a reciprocal law, providing for the certificating of teachers coming from other states. It has now been discovered that this law was, at the last session, repealed. In the present emergency, therefore, when teachers are so sorely needed, it is found that unless the candidate is a graduate of the Nebraska State University or some standard college of the state, he is ineligible to teach in Nebraska.

At one time, some years since, California promised to become as narrow as Nebraska will be under her new law. The time will come when, under a greater Fed-

eral oversight than at present, the artificial state lines will be removed, and a teacher qualified to teach in Kansas will be acceptable in Connecticut. There must of course be a high minimum standard of requirement. While inbreeding must be guarded against, the local or state candidate may ever be given preference if all the qualifications are met. But to bar out entirely from a given state all teachers who were trained or have taught elsewhere, is to narrow education and make impossible the development of teaching into a real profession.

A. H. C.

THE National Grange, representing 33 states and 800,000 business farmers, has been holding its 53rd annual session at Grand Rapids, Michigan. Of important matters discussed was the labor situation.

THE GRANGE AND THE UNIONS

The rural population is drifting away from the farm to the centers of trade and manufacture, and it is frequently difficult or impossible to secure help when most needed to save a crop.

It is the hope that the Grange will give serious consideration to the needs of a proper social life in the rural communities, and particularly to the necessity for better rural schools as contributing to the real and final solution of their difficulties. The inadequacy and unattractiveness of the rural school sends many a boy to the town and city, never to return. The rural school educates away from rather than toward country life. When the consolidated school shall take the place of the dry-goods box type of district school, there will be more incentive for boys and girls to stay at home and complete their education.

At its final session, the Grange declined invitation from organized labor to form alliance with the American Federation of Labor. Such merger, would, in the expressed opinion of leaders in the Grange movement, detract from, rather than add

to the usefulness of the Grange. Such expression would seem to be well founded and in keeping with the spirit of the Grange and of the necessity of preventing the interests of the farmer from becoming involved with the industrial problems of the great cities.

As indicating the attitude of the Grange touching the meaning of and the necessity for true Americanism, we quote from the address of National Master Oliver Wilson:

"The keynote of the hour, whether we face our national problems or consider our national blessings, is found in a single sentence—we must all be Americans together. There is today too much of the tendency among our people toward class endeavor, class thinking, class legislation and the interests of the nation demand the destruction of such unworthy ideals.

"In the final analysis the entire economic and industrial and social troubles of the times simmer down to simple selfishness—almost every man is out to 'get his' regardless of how his neighbors fare.

"Always characterized by its breadth of vision, the order of Patrons of Husbandry, more than half a century ago, declared its purpose to educate and elevate the American farmer, but in order to clearly define the place which the organization proposed to take in the vast structure of American affairs, it further announced its purpose, 'For we seek the greatest good to the greatest number.'

"Only by a revival of this spirit and by the consecration of the whole people to its attainment can a republic ever hope to survive. We must all be Americans together."

A. H. C.

AS WE go to press official notice is received of the election of David Prescott Barrows, A.B., M.A., Ph.D., LL.D., to the Presidency of the University of California in succession to President Benjamin Ide Wheeler, resigned. Dr. Barrows knows the University and its needs. "An upright, outright, noble man and citizen,—that is David Barrows."—Dr. Benjamin Ide Wheeler.

WHILE the National Grange was in session at Grand Rapids, 500 delegates from 32 states organized the American Farm Bureau Association at Chicago, November 12. It is proposed to effect a

AMERICAN FARM BUREAU ASSOCIATION

union of farmers similar in organization to the American Federation of Labor. O. E. Bradfute, suggested for permanent president, said it was to the interest of the farmers "to see that representatives of organized agriculture shall not make any entangling alliances with any group or class."

How clearly does this action by the American Farm Bureau Association, and the attitude of the Grange, reflect our contention as regards the necessity for organization on the part of the teachers of state and nation. *Organization* not *unionization* will bring results. And always care must be exercised that just as the farmers are to mould themselves into a cohesive group for mutual protection, but independent of any other "group or class," so must teachers refuse to be brought into any alliance that may eventually bring discredit upon the profession or ruin to the schools.

A. H. C.

THE Alaska educational situation is interesting. Whatever the permanent population, it is a shifting one, a disproportionate number of adults. The number of children, also, of school ages is uncertain.

OUR ISLAND POSSESSIONS

Nevertheless there are schools, and well taught schools, and devoted teachers, and eager boys and girls in that far North as there are in California and your own town. Education and school health are in the hands of 69 schools and 116 teachers with 5 district superintendents, 11 physicians

and 12 nurses. There are five native store companies. Of the 116 teachers, 64, or 55% are women, 11 of them wives of men who are also on the teaching force. In the Upper Yukon district, of 6 teachers, 5 are women. In the southeastern district, the second in size of the five districts, 22 out of 30 teachers are women. Several schools are taught by native Esquimaux teachers. The story of Reindeer Service, the native store companies, the medical and nurse supervision, the self-sacrificing war service, the Reindeer Fairs, school fairs, dog and reindeer, sledge, cross country runs, school republics, etc, reads like fiction.

WE, on the mainland know little or nothing of the really great work in education that is being done in our territorial and island possessions—Hawaii, the Philippines, Canal Zone, Samoa, Guam and Alaska. In the aggregate there are nearly 8000 teachers in charge of 400,000 pupils. Of these, 89% of the teachers and 9 per cent of the pupils are in the Philippines. It is a picturesque frontier life and dominated by pioneer conditions. Readers will find in this issue an interesting letter telling a bit of the story of education and the social life in the smallest of these island territories—Pago Pago in the Samoan Group, by Mr. William M. Green. Mr. Green graduated from the University of California in 1918 and with his good wife left for the Government school in June last. He has a training, the substantial character and the teaching attitude to do credit, not to his alma mater alone, but to the United States whom he represents to those far away island people. Other than this government school there are sectarian schools—Catholic, English mission and Mormon. English is the language of instruction. Carpentry, agriculture, household arts and the simpler native crafts are taught in some schools.

CAMPAIGNING FOR BETTER SCHOOL

ARTHUR H. CHAMBERLAIN

Editor, Sierra Educational News

THE most comprehensive and far-reaching campaign for better schools, and particularly for better rural schools, has just closed in South Dakota. It covered a three weeks period,— October 27 to November 15. The "Drive," as it may be styled, penetrated every nook and corner of the state and was participated in by some 75 men and women selected for special fitness for the work and representing many states of the union. Of particular significance is the outstanding fact that throughout the entire drive these men and women operated, not alone in the cities and towns, before audiences in the universities, colleges and normal schools, and Chambers of Commerce and commercial bodies. They penetrated as well to the most remote parts of every county in the state. Meetings were held in the crudest country school houses where less than a dozen pupils comprehended the entire flock of the teacher. In some cases three or four districts would unite, the farmers driving 10 or 12 miles to the school and the teachers of the various schools bringing their charges with them. As might have been expected the interest manifested by the residents of the rural districts far outran that shown in some of the towns where already excellent school facilities pertained.

THIS movement for better schools in South Dakota was initiated by the United States Bureau of Education. For a week preceding the campaign, Dr. J. L. McBrien of the Bureau, specialist in rural education and in rural life problems, held a series of conferences in the state. All county superintendents, many city superintendents, representatives of universities, colleges and normal schools, and specialists from other states attended these conferences. Plans for the drive were taken up. The state was organized and districted under direction of the State Department of Education and State Superintendent Fred L. Shaw. Each school in the State was asked to contribute \$5 to help defray the cost of the campaign. Much ingenuity was exercised by some of the small district schools in raising their share of the funds. It was felt by Superintendent Shaw that if the individual schools were made responsible for a definite

share in financing the campaign, that the parents, the teachers and the children would have a deeper interest in carrying into effect the suggestions growing out of the drive, than should there be no financial obligation on their part.

THE entire personnel of the drive was divided into four groups of about 20 in each group. The members of each group were placed under a "captain." These groups were again divided into teams of four or two each. In some instances one person only met a given assignment. The campaign was handled from a common center,—the office of the state superintendent. Local plans were worked out for each county with the county superintendent. To cover the state in the allotted time it became necessary for a given team to meet three or four appointments each day. This depended upon transportation facilities, rail connections, condition of roads for automobiling, distances between centers, etc. Frequently snow and mud made necessary a modified schedule. An automobile trip of 15 or 20 miles to a district school was not uncommon. Return to a small country hotel at midnight from an outlying district and a morning start at 5:30 on a "mixed train" was quite the order. In many instances meals and lodgings were had in farm houses where every courtesy and attention was shown. The participants in the drive never complained at inconveniences or loss of sleep. One day was usually sufficient time for a given group in which to reach representatives of every school in the county. We consider the time given to the rural districts of greater value to us personally than that devoted to the towns and cities.

SOUTH DAKOTA stands first of all the states in the average bank deposits for every man, woman and child in the state. In education it is listed as twenty-second in the group of states. As there are no large cities in South Dakota, the educational problem is essentially a rural one, 65% of her boys and girls of school age attending rural schools as against 50% in the rural schools the country over. There are in the state over 5100 rural schools, many of them of the "box" type, small and unhandy, and built 30 or 40 years ago. Windows are usually

placed on three sides so that cross lights prevail. No opportunity is afforded for ventilation, save by opening door or window thus producing a direct draft. Nearly 3000 of these school buildings have stoves in the center of the room and most of these are unjacketed. Too often there is afforded only the most meager blackboard facilities. There are few charts or maps and in many schools there is deplorable lack of supplementary books. The imagination can hardly picture the number of old type double desks still in use. Most sinful of all there are far too many schools, without wells or water upon the premises. As a result, hundreds of children are without drinking water the entire day, or water must be brought in open pails from farm houses at considerable distances from the school. The outdoor toilets and unsanitary conditions are a menace everywhere.

IT IS to be noted, however, that almost universally throughout the state, the farmers are prosperous. Depending upon location and soil conditions, the corn yield this year runs from 25 bushels to 60 bushels per acre. South Dakota is 12th in the list of states in the amount of corn produced. The old original farm houses of 30 or 40 years ago have been replaced by homes, many of them modern and up-to-date. Barns are ample and of the most approved type. Farm machinery, tools, implements are of the latest pattern. The clerk of the school board in one township gave voice to a condition existing in many places when he said in his opening remarks at a meeting in a one-room country school filled to overflowing with children and residents from a number of surrounding districts:

"I was born in this township and here as a boy 35 years ago went to school. Later I moved to another state but recently returned to find a prosperous community. Farmers are wealthy and many of them have rented their farms and moved into town to live. Homes are comfortable and provided with modern furnishings. Barns are bursting with bumper crops. Not a single farmer in this township but owns his own automobile and most of these are costly machines. Only the school house is the same and unchanged. With its bleak and inhospitable appearance, its ancient and double desks, its bad lighting, poor ventilation, and scarcity of books and equipment, it is substantially the same school that was here 40 years ago."

No characterization or arraignment we could have made would so well have carried to the friends and neighbors of this man, the message of the measure of inadequacy of their rural

schools, and the absurdity of prevailing arguments, that existing conditions are as good as the people need or can afford to have.

GREAT effort was made to bring to the people in town and country the necessity for so enriching their courses of study as to make them appeal to the farm boy and girl. The entire trend of the curriculum in the rural school the country over, is to train away from the soil rather than to interest the boys and girls in the problems of rural life. The arithmetic and history and hygiene as taught from the books seems to the pupils to have no connection with life on the farm or with the every day problems of the open country. Attention was constantly drawn to the need for introducing industrial forms of education,—manual training, domestic science, domestic art, drawing, and the like. Emphasis was placed upon sanitation, health, play, physical education. The value of music and the necessity for developing musical appreciation was constantly brought out. Especially was there made prominent the need for an understanding of agricultural problems. Vitalized agriculture, which has done so much to revolutionize the schools and the life of those rural communities wherever throughout the nation the plan has been introduced, was made a prominent feature of the campaign. Increased interest is brought to the school through the plan of rotating the subjects and by bringing before the pupils a new line of work each year. Whenever in our work we would reach a school that was carrying on vitalized agriculture, the fact was at once manifest through increased "snap" and interest.

NO MAN in America has done more to bring new life to the rural school than has Professor Perry G. Holden. Without his active interest and personal assistance, the South Dakota campaign would hardly have been possible. Mr. Holden's plan for vitalized agriculture and of rotation of subjects has been discussed more than once in these pages. With duplication eliminated, interest is sustained. The entire rural school program may be given point and interest by carrying through the four years of the 5th, 6th, 7th and 8th grades, a systematic study of farm life problems. In the first year, the agricultural work centers around the study of crops or growing things, seed-testing and the like. Shop problems, making things, real industrial work is taken up the second year. Live stock

study, the raising and judging of animals, is introduced the third year. Teaching in terms of the lives of the people is focused the fourth year on a study of soils, home and community problems, beautifying the home surroundings, etc. By thus rotating the subjects, opportunity is offered for a practical form of education that fits the boy and girl directly for farm life. It also furnishes the channel for the direct application of arithmetic and language or other subjects in the course of study. It is becoming to be understood more and more that with one-fourth even of the entire school day devoted to vitalized work through the rotation plan, that more ground can be covered and better covered in the traditional subjects than under the old plan. Boys and girls will, under the modern arrangement, remain in school longer than before and many of them will enter and complete the local high school. Best of all, the element of discontent will not, as at present, be constantly at work to draw the city boy and girl from the open country to congested trade centers. The country owes much to Professor Holden and to the Extension Division of the International Harvester Company, of which he is the Director.

IN MANY localities in South Dakota, as elsewhere in the nation, the consolidated school is the ultimate solution of the rural school problem. By bringing together a number of the small district schools and by concentrating finances, a modern building and equipment may be had. The classes may be graded; and with the larger number of pupils and through proper competition, will come increased interest. Cooperation results where community interest is aroused. Many districts were found in South Dakota where only the added enthusiasm and incentive resulting from the drive was necessary to swing the community sentiment in favor of consolidation. Where for traditional or geographic or political reasons, consolidation is, for the present at least, found to be impracticable, the one or two-room type of school must be improved. Consolidation had as one of its strongest proponents in the campaign, Mr. J. B. Arp of Minneapolis, who, as a county superintendent in Minnesota for many years, revolutionized the work in the schools of the county.

Mr. A. H. Cooper, county superintendent of Nodaway County, Missouri, lent great strength to the campaign. He has, through the introduction of a vitalized program, placed the schools of that county in the front rank. E. J.

Tobin, county superintendent of Cook County, Illinois and President Hatch of the Board of Trustees of the University of Illinois, were prominent in the drive. Miss Margaret Streeter of the Educational Department of the Victor Talking Machine Company, and an authority on school music, was an invaluable member of the campaign group. Miss Streeter showed how music should find place in every school in the land and illustrated the methods used in developing a musical appreciation. Numerous other men and women gave valuable assistance including Miss Lillian Noonan, Superintendent of Schools, St. Louis County, Minnesota; Miss Anthony, State Normal School, Maryville, Missouri; President C. G. Lawrence, State Normal School, Springfield, South Dakota; President J. W. Heston, State Normal School, Madison, South Dakota; M. H. Shepperd of Missouri; Seth Shepherd and T. W. Hart, Country Life Directors, Cook County, Illinois; Miss Bonnie Martin and Miss Howie, county superintendents, and Miss Gertrude Lynass, field deputy, all representing South Dakota counties. Mr. Guhin, leader in the Americanization movement in South Dakota; Francis Kirkham, State Director of Vocational Education, and I. B. Ball, State Supervisor of Agricultural Education, both of Utah. These and others both from South Dakota and from outside gave of their time that a success might be made of this first state wide campaign for better rural schools.

Throughout the campaign emphasis was laid upon the necessity for more money for school purposes. Attention was constantly drawn to the lack of application of the principles of thrift in the life of the people of the various communities. It was no uncommon thing to find farm machinery, tools, tractors, automobiles, standing outside exposed to the weather. The waste from the farm kitchen is something enormous. Lost motion in poor arrangements around house and barn is too frequently the order of the day. Everywhere the people were anxious to learn of the value of thrift and the possibilities of applying thrift in community life.

If the movement begun in South Dakota is to spread to other states as a great national movement, credit will be due in no small measure to Dr. A. E. Winship, known from coast to coast as editor of the *Journal of Education*. Dean of editors and educational lecturers, with personal acquaintance with every outstanding figure in the educational world and with a first hand knowledge of every city, county and state

school system, Dr. Winship was, with Professor Holden and Superintendent Shaw, the inspiring genius of the South Dakota campaign. With his wide experience, his insight, his broad vision and his grasp of situations, Dr. Winship early saw the significance of the Holden movement for vitalized agriculture, and rotation of subjects. With him, to see is to act. Throughout the campaign he inspired and enthused his associates and his audiences and pounded home the doctrine of better schools from one end of the state to the other. He sees the best in men and measures and carries his optimism and his message of constructive criticism to country and city alike. What this nation owes to A. E. Winship will be better understood a decade, two, three, in the future, than even it is understood today.

It is because the rural school offers the most pressing educational problem now before our people that emphasis has been placed in this article upon the campaign for better rural schools just closed in South Dakota. The conditions found in that state are reflected in greater or less measure throughout other states.

What has been said is not in the spirit of criticism, but only that interest may be aroused and attention redirected to the necessity for developing the rural school along the lines of needed progress. Unless our people continue to think and act in terms of country life betterment we shall soon be facing a much more serious situation than we realize. The perpetuity of the nation depends upon the soil and its contribution. Our economic, our industrial, our commercial relations are foundationed, not in the centers of manufacture but in the areas of production. And unless there is brought early to the people in the open country an understanding of the elements making for improved social conditions, educational advantages, standards for sanitary and health betterment and for moral and spiritual leadership, this nation cannot assume and hold its proper place as leader of the nations of the world.

The cumulative effect of the South Dakota campaign cannot be overestimated. California, the states of the Pacific Coast and the country at large will, through the results there accomplished, profit measureably by this first state "drive" for better schools.

MY FIRST MALAGA

WILLIAM M. GREEN

Government High School, Pago Pago, Samoa

THE Samoan people possess the reputation of being the most hospitable race of the Pacific. Their islands are small, and well secluded from the restless advance of the greedy European races. In a land where nature gives so freely and demands so little, the inhabitants can well afford to be generous.

At the end of my first week of school in the "Government High School" at Pago Pago, I accepted the invitation of two of my boys to go home with them to their village, on Friday evening. Boys from every part of the island of Tutuila come to attend the High School, and the American principal has an exceptional opportunity to visit village after village and be cordially entertained. Faatoia, one of the Samoan teachers, was to go along and act as my "talking chief," for neither of the boys were fluent interpreters. The village of Vatia is on the north side of the island, directly opposite Pago Pago, and separated by about five miles of mountain trail. Part of the trail is blasted from the volcanic rock, and must be accomplished on all fours. The tough bare feet of

the Samoans were better suited to securing a foothold than my shoes, and their lavalavas more suited to ventilation than my trousers and leggings.

If the climate of Samoa is a bit enervating for vigorous mountain climbing, the foliage and scenery is rare enough to justify the effort. There are no barren hillsides here, nor slopes brown with sunburnt grass. From the sandy shore to the sharp crest of the mountain, all is verdant green. The trees form such a mat of shade that only occasionally can one peer out through the leafage and view the bay and ocean beyond. Ferns and creepers of a thousand varieties encroach upon the trail, even when one seems to be scaling a precipice.

On reaching Vatia I was taken to the guest house and served with kava. Kava is the national drink of Samoa, always served with great ceremony. It is made from a bitter root, slightly narcotic, and usually unpleasant on first acquaintance. It has a suggestion of greasy dish-water, or mud, and is quite bitter. On this occasion the chief was master of ceremonies, the

"taupo" or chief maiden made the kava, and my schoolboy served it with proper dignity.

Once at the house of my host and properly introduced, I was told that I was tired and must lie down on a cot that was presented. Later I was taken to a cool fresh stream, given a towel and asked to bathe. Then again I was bidden to lie down and rest. My curiosity about the village, the neighbors, and the preparation for supper was much more impelling than my weariness, but I had small opportunity to avoid the kind attentions given me. The youngest son of the family, aged four years, was a typical Samoan. During the length of my rest, perhaps half an hour, he was engaged in motionless contemplation of me. He crouched easily upon hands and knees, with a white lavalava used as a sheet, drawn over his back, under his chin, and around his arms, with only his black head and dark sharp eyes appearing from under his white covering. In the darkening twilight he made the ideal figure of a small ghost. I remarked to Faatoia that no American child could rest so long without activity or mischief, even in the presence of visitors, and he agreed that Samoans are different, that quiet is more natural to them than activity.

The cot on which I rested, and later slept, was the only one I saw in the village and is not a part of the usual Samoan furniture. I have never since, on several malagas, had a cot to sleep on. The beds consist of woven mats, the floor of white coral stones covered with mats, the chairs are mats, the tables are mats covered with fresh banana leaves. The houses are open thatched buildings, built without nails, hammer or saw, out of native materials, and usually constructed with great care. They are the shape of a vegetable dish, round or oval, inverted, and supported five or six feet above the ground by posts all around the building at intervals of about four feet. All the posts, rafters and joints are fastened with afa, or braided cocoanut fiber. Mats are hung beneath the eaves as a screen to protect from the rain, when necessary.

My dinner was excellent, cooked and served by the schoolboys. Chicken, of course, was

served, as is invariably done for visitors. An entire fowl was placed at my disposal. Fish, taro, breadfruit, bananas and mummy apples completed the meal. I was served first, then Faatoia, then the members of the family, each receiving what was passed on. I was glad to have been the first.

In the evening, it seemed the whole village was eager to entertain me. I was first given the honors of kava in a council of chiefs. We thereupon visited the "Faifeau" or village pastor, and were kindly received. He is one of the most influential men in the village, and probably the most valuable friend I could have in any village. Later we went to the house of a talking chief, and saw a siva, or native dance. Samoans are very graceful dancers, and a siva entertainment is always enjoyed by foreigners. They are very carefully censored by the faifeaus. Foreign dances—waltzes, two-steps, and all rag-time are strictly taboo.

The next morning we took a general survey of the village and the seashore, and watched the Samoans at work in the cool morning air. Samoans do their hard work in the cool of the morning and evening, and rest and sleep through the day. It is a very sensible custom in such a climate, and one I would be glad to follow.

Breakfast was identical with dinner, with the addition of a banana pudding. When I started for home I was laden with fruit, which Faatoia carried, and a cane and fan. Both the cane and fan were not only beautiful souvenirs, but were useful as well on the return journey.

I readily believe that there are few lands in which one could visit with the hearty welcome that one receives with these generous, care-free Samoans. "For every one that asketh receiveth, and he that seeketh findeth; and to him that knocketh it shall be opened." School children of many lands and tongues learn to know the Stars and Stripes, from Porto Rico's sugar plantations to Alaska's frozen mountain; but none are more unique in their ways, and farther from the beaten trails than the brown-skinned boys of American Samoa.

"What is a Boy? Well, a boy is a composite of civilized being, barbarian, angel and animal. He runs like a deer, swims like a fish, climbs like a squirrel, bellows like a bull, digs like a woodchuck, balks like a mule, spouts like a whale, eats like a pig, coos like a dove, and acts like a goose or a jackass according to climatic conditions. And yet he is the stuff of which a man is made, if only his parents and teachers know what to do."—Ex.

THE CHOICE OF A LIFE WORK—TEACHING AS A CAREER

R. G. BOONE

SOME years ago, as the writer recalls, there appeared in Blackwood's Magazine a long and serious discussion by an English writer of the possible occupations, open as dignified professions, to young gentlemen.

A labored, though in general, very fair presentation was made of business uncertainties to which the youth are brought by competitive economic and social conditions. After a discouraging review of the advantages offered by the traditional professions, an inquiry was made into the promise and respectability of the career open to any aspiring gentleman who must earn a competence and recognition by certain collateral occupations, generally less attractive to the well-born, but respectable and exclusive. Among these interests were: soldiering, taking orders in the church, colonial careers (in India, Canada or Australia), adventuring (in the Americas or South Africa), mining, farming on a large scale, lumbering in the world's great forest regions, fruit growing, and expeditions for exploration. What the writer had to say about teaching as a career is included under the term "ushering." Reference is made to the low estate of teaching in Goldsmith's day, and later, and then he adds: "But high-class schools have been multiplying and steadily growing in reputation. An assistant master of cultivation, who can command the respect and secure the attachment of pupils, is very sure to rise to distinction. Head masterships are enviable berths; and unless a headmaster deliberately run his head against a stone wall, he should look forward to dying on the bench of bishops. Then if a clergyman and tutor have the special talent, and desires to become wealthy with little personal trouble, he has only to direct a staff of capable but underpaid assistants, and drive a manufacturing establishment for the competitive examinations."

Teachers Who Have Honored the Profession.

In all this it is evident the writer had no comprehension of the term and the practice as understood by Americans, at least, and by such choice spirits as his own people

must have known. How he could have so interpreted the idea, with the lives and services of the two Arnolds held as a public benefaction by his countrymen; with Bell and Lancaster and Wilderspin removed but a single generation, and David Stow, the great Scotch training teacher, and Huxley and Fitch, and Joseph Payne, and Comenius and Pestalozzi and Froebel and Herbart, on the continent—all this is inexplicable. They made their respective States known, and their times and their institutions. They found life worth while, and made it not seem, but to be worth while for many. For whom did the way seem less open—to Thomas Arnold or to Parnell? to Huxley or to Gladstone? to Horace Mann in this country, or to Washington, or Franklin, or Edison, or Horace Greeley, or to Longfellow? Every generation for a hundred years among civilized peoples might furnish examples of successful achievement in the class and lecture room, not less than in the traditional professions, in the army, the mines, the colonies, in grazing and lumbering, in commerce, in exploration and in literature. Several interests suggest themselves to an American which receive no mention in the article quoted, but which are not only promising but both profitable and respectable. Among these are trade, agriculture, railroading, mechanical invention, the manifold forms of constructive designing, the stage, philanthropy, a wide field of the fine arts, expert advising in the various industrial arts, journalism and teaching.

Career as Achievement.

What is implied in the term "career" may be briefly summarized as follows: A career means an opportunity for inviting achievement. It need scarcely be said that it means more than this; but it means this: something to be done, or attained, as distinguished from something to be enjoyed or merely endured, however heroically. Something that one feels within him the power to do. It arouses confidence. He believes in himself. In the presence of undertaking he finds himself eager and hopeful, self-assured, stimulated to effort. What was a task becomes inviting. In the doing there is pleasure. This quality left

out of one's vocation makes it no career, but only a job.

Career as Preferment.

But a career implies also an opportunity for coveted preferment, either in the vocation itself or in collateral interests. The ambitious youth will scarcely be content to locate himself for the manufacture of road vehicles, unless there appears some well-grounded promise that the business may grow, and that he can make it grow, that the existing market may be extended, that new markets may be opened and that enlarged plans only await his enlarging capacity. Law is no career to him who finds, as the years go on, no increasing or more profitable clientage, no large questions for which his practice has fitted him, no new application of his familiar statutes to public interest and public achievement, no more generous relations of duty and privilege toward the current political and civic life, and no invitation to test his reach in public service. What is true of wagon-making and law is equally true of every considerable vocation; it must present a ladder for progressive achievement. Reasonable opportunity for preferment is an essential characteristic of an attractive career.

The Emoluments.

In estimating the factors in a career one must not forget, too, that there is usually implied, also, the opportunity in its following to acquire a competence. The choice of an occupation is an economic fact, not less than a moral one. Next to undertaking that work which one can do expertly, the surface conditions require that it contribute a sinking fund against future necessities. It should be something that gives reasonable assurance of economic returns well beyond the immediate needs; not simply a living, not a good living, even, but, with thrift and discretion and a provident habit, an income that may be available as a means to further achievement. The shining of shoes, or the vending of papers, or the laying of pavements, or the cleaning of houses and carpets, may each expand to such dimensions, and yield such returns under right management as to become inviting openings, and offer, so far, attractive careers. This surplus accumulation is a means of utilizing life, and the assurance that this is probable makes an occupation attractive and should be respected. It is not meant to exalt the gathering and storing of

goods above goodness, or to minimize the heinousness of an unlicensed love of wealth or prosperity; but only to note that he who in health neglects to provide against possible future want and a consequent dependence upon others, is culpable; and that no course of life is worthy the name of career that fails to take advantage of all honest means of personal economic independence.

Career as Public Service.

Once more, that a course in life may be fairly designated a career, it should afford, naturally and generously, opportunities to do in a masterly way something that the world needs to have done. "There is no better characterization of success, perhaps, than finding something that needs to be done for human welfare and doing it well." This may be lumbering or mining, farming or preaching, mechanical invention or the direction of affairs or the writing of books or editing papers, or home-making or colonizing new territories, or fixing and maturing the commercial policy of a people, or making and interpreting laws, or teaching. To have done any one of these things wisely and well to human ends would be a career indeed.

Teaching as a Life Work.

Now, what of teaching? After so long an introduction, a brief application only will be needed.

It must be understood that by teaching is meant the unreserved, devoted adoption of instruction as a business, as an abiding object of one's life, not a transient and occasional interest; something to be prepared for; a permanent interest, an investment, a plant that may not safely be moved at the behest of a whim or passing defeat. It means rational training for a skill, not mere growth into it! a consecration of one's life to it, as to something that it worthy of earnest ambitious effort. There are thousands of men and women in our country of free schools and great universities, to whom these lines are full of meaning. Teaching is their life; they are wedded to it, fitted for it, scholarly and professional. On every one of the four counts noted above they have found teaching to be a career; it has afforded opportunity for worthy achievement; coveted preferment has come; a competence has not been wanting; society needed the service and has accorded its appreciation.

Throughout this article the brief discus-

sion of the career has had in mind teaching as exemplifying in particular what was said more broadly. My readers will have found that between the lines. For the young man of today, capable, conscientious, ambitious, who is looking for something more than a good field for cultivation, teaching offers abundant opportunity. Its money emoluments are less, doubtless, than accrue from some other interests, but the occasion it offers for a great and honorable public service, where such service is needed, is attractive and unquestioned. The chances for preferment may be fewer than in law, but the latter has no more inviting field for achievement than teaching.

One difficulty in comparing teaching with other so-called professions or the more honored occupations, is that, concerning these most people have in mind the advantages offered in their golden age, while teaching is conceived in its low state. Teachers of meager pay and poor attainments, and questionable efficiency are compared with law-years who have come to distinction, eloquent and revered preachers, noted physicians, captains of industry and others, generally, whose achievements have made them conspicuous.

Chance for Leadership in Teaching.

Today no more fertile field is offered by the traditional professions—not for reflection but for achievement—than by teaching. The great problems of the day are social problems. Municipal administration, the entanglements of labor, the privileges and obligations of wealth, the contract and regeneration of the wayward, the impotent and criminal classes, the reactions of a people's financial and industrial policies upon life, and the ethical and home meanings of foreign relations—are all social and economic questions rather than strictly political and institutional ones, and must in the end find their answers in the school. The commanding problems of the day are social in form and educational in meaning. While lawyers are bound to their precedents, the clergyman, too often, to his parish, and most physicians to a traditional practice, the problems that await solution are educational and must depend primarily upon the teacher. In the school of today, and for the near future, is the field for notable achievements and comprehensive interests and stimulating connections. It is eminently respectable, challenges one's best powers, offers an unlimited field for whole-

some competition, promises rewards in achievement commensurate with the largest services, and is a field that is enriched by its working.

The Scholar as Expert.

The scholar is in demand. The recent war emergencies have only emphasized a need that has been increasingly felt in recent years. Law, medicine, engineering, manufacturing, chemical industries, agriculture, the fine arts, the welfare of the home, public sanitation, the country's financial stability, transportation problems and markets are all made debtors to the schools. The higher criticism, art and literary interpretation, the evolution of law and juridical codes, the policing and health protection of populous centers, and the emergence of new standards of life and behavior, take their origin in the homes of culture. Industrial commissions offer an open field for expert technical learning. The school has become a necessity to economic as well as professional life, and finds in both an outlet for its surplus interests, room for expansion, chance for preferment and a growing personal life. American ministers at foreign courts, consuls at minor but often important posts, special commissioners and boards of commission for both war and peace, treaty and commercial and diplomatic conferences, find the teacher, the school, much in evidence when great matters wait adjustment.

That the school has not generally offered income inducements sufficient to attract ambitious young men is conceded. But even this is a relative defect only, and time is correcting it. There are about 600,000 persons engaged in teaching in the United States, one-sixth as many clergymen and lawyers, each, and a fourth as many doctors. The noticeably small earnings of many teachers can be easily matched by a correspondingly large percent of impecunious hand-to-mouth representatives of the other three professions. This is in no sense evidence of a satisfactory income list for teachers, but does point to the fact that meager returns are probably not all on the side of teaching.

Teaching a Public Service.

Finally teaching offers inducements as standing for a needed public service, of universal interest and the most wholesome influence. In this respect it yields precedence to

no other interest. The theory and practice of law have greatly changed in a generation. A better public and domestic hygiene has lessened in many ways the calls upon the physician. The ecclesiastic finds his service becoming more and more educational. New scientific purposes have modified the forms and processes of much engineering practice; but the school has a perennial interest. Teaching improves, but to meet new demands. Its applications multiply. Its aims are digni-

fied. Whatever is worthy or effective in church or State, the home, or the shop, or conventional life, claims its support and guidance. On most counts the school may take its place beside other great institutions as rewarding distinguished service in personal satisfactions and promotion, in varied and manifold compensations, and in the dignity of the accompanying and contributing life.

CITIZENSHIP AND HEALTH AS RELATED TO CALIFORNIA PART-TIME EDUCATION ACT

A. J. CLOUD

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Supervisor of Manual Training, San Francisco School Department

THE Part-Time Education Act by the last Legislature provides for instruction in Citizenship and Health for all students enrolled in the schools or classes organized under the Act.

With respect to the Course in Citizenship so prescribed it is clear that, in a broad sense, the law aims directly to develop a higher degree of loyalty and devotion to American ideals and institutions. In a word, its object is the promotion of American patriotism.

The Course in Health has much the same reason for existence. Health, in this connection and in a broad sense again, is to be regarded as the physical basis of citizenship.

Instruction in Citizenship and Health is, therefore, rightfully prescribed for all in attendance in the part-time schools or classes, whether the latter be of a general continuation type, or of a trade extension kind, or of an Americanization sort in which the groups will be constituted almost wholly of illiterates of foreign birth.

These prospective students form a group very different from that now attending school, because they have already entered upon some gainful employment, and, hence, cannot devote the major part of their time to schooling. Great variations exist among such prospective students in physical age, mental age, physical fitness, school progress, occupation, life-career possibilities or motives, and home and social surroundings and influences.

It is evident, then, that courses in the part-time schools or classes to fit these conditions must be modified greatly from those now being given in the regular schools, if the work is to be done with social effectiveness.

Notwithstanding these differences, there are certain common factors that enter as aims into all citizenship teaching. These are: to establish right habits of thought and action; to develop the meaning and purpose of government; the form or structure of government; and to inculcate the duties and responsibilities of patriotic members of society in a democracy, and the right and privileges of such members.

Action, rather than knowledge, is the goal of citizenship teaching. The object of the work is not primarily to teach the facts, but to stimulate intelligent participation in governmental activities. To achieve such a result, youth must know, not only what government is, but what it is doing; not only its form and structure, but its work and function.

Applied specifically to part-time education, the course in citizenship must be built around:

1. A realization of American ideals and habits of righteous conduct—such as take shape in personal and home cleanliness, honesty, morality, dependability, a real understanding of the need of co-operation in a democracy, of the need of restrictive and protective law, and of the means of lawfully instituting reforms.

2. A knowledge of the framework and machinery of government, (local, state, and national); and of other important social institutions, and, by group participation in social activities, the development of a social conscience.

We feel the lack in many places of a real love for, and faith in, our form of government. We must, therefore, drive home a true conception of the machinery of citizenship—that non-voting, or ignorant voting, is little short of criminal, since Democracy falls as an institution when it fails to get the active, intelligent support of its citizens.

3. A study of such problems of the day as socialism, the relations of capital and labor, single tax, Bolshevism, the League of Nations, new Constitutional amendments, etc. These should be brought into the class-room first for open investigation and discussion as to their benefits or dangers.

In other words, Democracy demands an interested, intelligent, active citizenry, and every method that will help in attaining this end must be employed—which implies the need of some effective agency for continuing to stimulate active citizenship after the pupil has left the regular school class-room.

Such organizations as Child Welfare Leagues,

Parent-Teacher Associations, Women's Clubs, Consumer's Leagues, and Civic Improvement Clubs, afford specific opportunities for the expression of civic qualities.

The part-time Course in Citizenship should reach its climax in the formulation of a Creed of Democracy in which should be impressed upon the minds and hearts of all, the main idea that the success of a democratic government depends upon:

- "(a) a common ideal impulse;
- (b) perfected team-work;
- (c) skillful leadership;
- (d) popular control over leadership through governmental machinery."

THE TEACHER PROBLEM

Report of Investigation by the Field Secretary

HUGH S. MAGILL

MORE than 100,000 teaching positions in the public schools of the United States are either vacant or filled by teachers below standard, and the attendance at normal schools and teacher-training schools has decreased 20 per cent in the last three years. These startling facts are shown by the complete report of an investigation made by the National Education Association.

Letters were sent out by the Association in September to every county and district superintendent in the United States asking for certain definite information. Signed statements were sent in by more than 1,700 superintendents, from every state, representing 238,573 teaching positions. These report an actual shortage of 14,685 teachers, or slightly more than 6 per cent of the teaching positions represented, and 23,006 teachers below standard who have been accepted to fill vacancies, or slightly less than 10 per cent. It is estimated that there are 650,000 teaching positions in the public schools of the United States, and if these figures hold good for the entire country there were 39,000 vacancies and 65,000 teachers below standard.

These same superintendents report that 52,789 teachers dropped out during the past year, a loss of over 22 per cent. On this basis the total number for the entire country would be 143,000. The reports show that the shortage of teachers and the number of teachers below standard are greatest in the rural districts where salaries are lowest and teaching conditions least attractive.

The states in which salaries and standards are highest have the most nearly adequate supply of teachers. California shows a combined short-

age and below standard of 3½ per cent; Massachusetts shows 4½ per cent, and Illinois 7 per cent. In at least six of the Southern states more than one-third of their schools are reported either without teachers or being taught by teachers below their standards.

Nearly all of the superintendents declare that teachers' salaries have not increased in proportion to the increased cost of living, nor as salaries have in other vocations, and that teachers are continuing to leave the profession for other work.

Reports received by the National Education Association from normal school presidents show that the attendance in these teacher-training institutions has fallen off alarmingly. The total attendance in 78 normal schools and teacher-training schools located in 35 different states for the year 1916, was 33,051. In 1919 the attendance in these same schools had fallen to 26,134. The total number of graduates in these schools in 1916 was 10,295, and in 1919, 8,274. The total number in graduating classes of 1920 in these 78 schools is 7,119. These figures show a decrease of over 30 per cent in four years in the finished product of these schools.

The presidents of these institutions state that in order to induce promising young men and women to enter the teaching profession and thereby furnish the country an adequate supply of competent, well-trained teachers, there must be:

1. Higher salaries for trained teachers;
2. Higher professional standards, excluding the incompetent and unprepared;

3. A more general recognition by the public of the importance of the teaching profession;

4. More liberal appropriations to state normal schools and teacher-training schools in order to

pay better salaries in these institutions and furnish better equipment;

5. Extending the courses and raising the standards in teacher-training schools.

OPENING A DOOR FOR TEACHERS

E. MORRIS COX

Assistant Superintendent of Schools, Oakland

THE world for long has measured potatoes, beefsteak, and calico. For many decades, standards of measurement more or less satisfactory, by which justly or unjustly commercial transactions might be consummated have been established. But educational circles have been slow in devising means for measuring or weighing or evaluating their product. Our old examination system in which we had no standards for determining the value of fitness or merit of either the question or the answer was until recently the only attempt at establishing a standard for measurement in things educational. This lamentable failure to find any rule by which to determine progress or otherwise was probably chiefly due to the fact generally conceded that the things of the mind and heart and soul with which education deals are either not measureable or so difficult of determination as to render this process impossible or impracticable. It is easy, if no one questions our decision, to dismiss every difficult task by the statement of its impossibility.

We are now beginning to be bold enough to maintain that mental power and growth, moral force, personal worth,—powers of mind and heart and soul are not beyond measurement or at least are within the realm of reasonably accurate estimate. Surely all will concede that these are of such value, especially in the fields of educational activities, that if there is any way of estimating them, even on the basis of wampum and glass beads, it is well worth trying to do so, with the hope of some slight gain now and of a more permanent reward later in discovering some better standards of measurement than the traditional weight of the hand, a man's stride or the Indian's wampum.

A plan for determining the fitness of teachers who aspire to promotion to principalships has just been adopted in Oakland. Heretofore in this city teachers have been promoted, but such action has been wholly dependent upon personal judgments, too subject to accident or personal or political influence. Teachers generally have not felt that such opportunities were open for them. The intent of this plan is to open a door for them along a road of definite preparation

and leading to professional understanding, and conception of a principal's duties, responsibilities and opportunities. It is an attempt to measure definite preparation and interest, personal worth and fitness, training and experience in terms of the position to be filled. The plan may be crude, it may need many changes, but it is an attempt to measure what we have but guessed at before.

A Plan for Examination of Teachers Who Desire to Be Considered for Principalships

The type of work that falls to the lot of principals is such that it has proved difficult to judge of an applicant's qualifications for such position unless the applicant has had experience as a principal. For this reason, teachers without executive or administrative experience have not generally had opportunity for promotion to principalships on the basis of merit. The following plan, recommended by the Superintendent's Council and approved by the Board of Education, is an attempt to offer to teachers without such experience an opportunity to prove their preparation and qualifications for such positions. Under this system of examination, open to class teachers only, it is proposed to prepare a preferred list from which some of the principals shall be appointed to fill vacancies in Oakland elementary principalships. Not less than one-third nor more than one-half of such vacancies are to be filled from this preferred list. This list will be prepared either annually or semi-annually as directed by the Superintendent. The rating made by any teachers shall be retained on the preferred list for one year only.

The choice for appointment shall be made from the three highest on the list at the time that the appointment is to be made. This is the prevailing civil service rule. The standings of the three highest on the list will be published. Other applicants may secure their own rating upon application.

The first set of examinations were held during November, 1919. It was open to teachers employed in the Oakland Public Schools. It was necessary for applicants to give notice to the Superintendent's Office of their desire to take the examination previous to the date of examination.

PLAN OF EXAMINATION

(a) A maximum of twenty-five credits shall be given on a written examination conducted by a committee of Oakland school principals appointed by the Superintendent. This examination shall be based on standard principles and practices in elementary school administration as presented in the written works of the best authorities on this subject. The committee on examination will furnish to applicants titles of books which

they consider standard, but the examination is not to be based on any text.

(b) A maximum of twenty-five credits shall be given on an oral examination in the problems of school management and school service for the primary purpose of determining the personal fitness of the candidate for educational leadership in the school and in the community. This examination will be given by the Superintendent and his assistants.

(c) A maximum of twenty-five credits shall be given upon a standard mental or psychological test given by the Department of Research.

(d) A maximum of twenty-five credits shall be given upon credentials gathered and rated by the Superintendent's Office. These credentials shall embody the evidences of professional training and continued and continuing professional interest, academic education, teaching experience and other experience which may be adjudged as evidence of the applicant's qualifications for elementary principalships.

PRESENT STATUS AND PROPOSED CHANGES IN TEACHERS' RETIREMENT SALARY FUND LAW

Early in October, Will C. Wood, Superintendent of Public Instruction, appeared at Los Angeles before the annual conference of the inheritance tax appraisers representing every county in the state. He addressed them on the teachers' retirement salary fund law and the relation of the inheritance tax to the retirement fund. The following are some of the significant figures which he presented:

"Up to July 1, 1919, the total amount paid into the fund from all sources since its establishment was \$2,025,777.38. Of this amount, the teachers contributed \$1,129,207.13. The interest on permanent funds amounted to \$83,218.92, and the receipts from the inheritance tax amounted to \$813,351.33.

"The expenditures from the fund up to July 1, 1919, included payments to annuitants amounting to \$1,052,450.91; office salaries (covering a period of six years) amounting to \$2,576.95; and general expenses amounting to \$4,591.84, making a total of \$1,078,620.70. On July 1, 1919, we had invested in bonds \$876,550. Recently, the board ordered a further investment of \$35,000, bringing our total investments up to \$951,550. Besides this we had cash on hand in various funds amounting to \$70,606.68.

"It will be noted that up to July 1, 1919, the teachers' contributions exceeded the total amount of payments to retired teachers by \$76,756.22. In other words, the teachers themselves have met all obligations so far. The amount derived from the inheritance tax, and from investments has

been invested in bonds and is now drawing interest.

"I wish to emphasize, however, that the expenditures are fast overtaking the income. We are paying out at the end of each quarter about \$75,000 to annuitants."

At the last session of the legislature, an attempt was made to reduce the inheritance tax on the grounds that people with large fortunes living in the East would be attracted to California if our inheritance taxes were reduced. Superintendent Wood and a strong committee of teachers joined with Controller J. S. Chambers in opposing the reduction. It appears that a movement is on foot to urge a similar measure at the next session. In discussing the matter with the appraisers, Superintendent Wood suggested that if the inheritance tax law were changed so as to provide that ten per cent of the inheritance tax receipts would go into the teachers' retirement fund instead of five per cent as at present, and if the amount from the inheritance tax that now goes to the elementary schools, which is a flat sum of \$250,000 a year, were increased to ten per cent of the inheritance tax receipts, he believed that the arrangement would meet with the hearty support of the teaching body of the state.

Following Superintendent Wood's address the inheritance appraisers unanimously adopted resolutions approving both of the propositions.

THE SCHOOL LIBRARY—AN OPEN DOOR TO AMERICANIZATION

Americanization through prescription, or Americanization through liberation—that is the issue before English teachers today. We feel most keenly the need for a better teaching of literature, that shall train up a generation of new Americans all of whom shall be filled with the best spirit of the fathers.

Prescription is the first thought, and the easiest. We rush to print with patriotic readers, handbooks, courses of study. State syllabi, for which we carefully select those notable speeches or poems or essays that to our minds most clearly express the national spirit. This, we say, will unite the rising generation in loyalty to a common body of worthy ideals. Such a procedure in fact always has produced a common loyalty; it produced the loyalty of the old-time college, with its fixed curriculum; it also produced the national loyalty of the German Empire.

The true spirit of America is not to be confined in any handbook or prescribed syllabus; it is a spirit of freedom, intellectual as well as political—freedom to explore, freedom to find one's own mental food, to seek one's own spiritual salvation. And this food of the human spirit is infinitely varied. No one body of writings will set every boy's mind free from selfishness, from narrowness, from race hatred or class greed. Lincoln may do it for one boy, Burns for another; or Malory, or Walt Whitman, or Mark Twain, or Carl Sandberg.

The new step into freedom, then, in English teaching must be through the school library. Here our English teaching must center. It must be a room free to all at all times, and full of the best things in our cultural tradition, in their most attractive form. The boy who enters must feel that the idealists, the men of vision, past and present, all are waiting there for him; that the fine traditions of the race are the common property of all. On such a basis of ideals and of their imaginative expression can be built that common emotional experience, the sharing of sympathies, of enthusiasms, of humor, or devotion, upon which can be built our common political faith.

AS OTHERS SEE OUR STUDY ON PRINTING

The study on "Teaching Printing in the Schools of California," published in the September issue of the "News," has aroused not a little interest. The following are brief extracts from just a few of dozens of letters commenting on the study:

"I believe the survey a fine piece of work, and the industries should know of this co-operation and interest in industrial education."—Pedro J. Lemos, Editor, The School Arts Magazine, Stanford University.

"We have run a print shop for two years, and appreciate Dr. Boone's treatment of the subject."—Mary D. Bradford, Superintendent of Schools, Kenosha, Wisconsin.

"I am glad to see your article on teaching printing in the schools. It makes a strong appeal to me because I worked in the 'print shop' when I was a college student."—John H. Finley, State Commissioner of Education, Albany, N. Y.

"I have enjoyed reading the article which you recently sent me under the caption 'The Print

Shop in School Education' and believe with the author, Dr. R. G. Boone, that the print shop can be made a very strong agency for industrial and cultural training."—Jonathan H. Wagner, State Superintendent of Public Instruction, Santa Fe, New Mexico.

"Your study on the 'Print Shop in School Education' by Dr. Boone is of much interest to us in that it presents a phase of the problem that we are at this time attempting to solve, and I appreciate your courtesy in having sent it."—Simeon Van T. Jester, Superintendent Mechanical Instruction, Girard College, Philadelphia, Pennsylvania.

"It seems to me this discussion is very valuable and timely, and I am very glad that you plan to call attention to this very important work in this way. I am referring this matter to the Editor of 'School Life' for such further publicity as we may be able to give it."—P. P. Claxton, United States Commissioner of Education, Washington, D. C.

"I have found this study very interesting and illuminating, and wish you to put me on your mailing list for any other such studies which are made during the coming year. We have organized two departments of printing in our State under the Smith-Hughes Law, and I am particularly interested in keeping in touch with just such studies as Dr. Boone has made."—Raymond V. Long, Supervisor Trades and Industries, Richmond, Va.

"I am enclosing literature in regard to the evening classes for journeymen printers. This movement has been put through with the backing, both financial and otherwise, of the Franklin Typothetae, representing both open and closed shop employers, 'the Printers' League, representing closed shop employers, and the Typographical Union. Already plans are being discussed by the organizations mentioned that will cause every boy who wishes to enter the printing industry to spend half time in school for the first two years, and four hours each week in school for the third, fourth, and fifth years of his apprenticeship."—John F. Arundel, Director, Department of Vocational Education, Cincinnati.

For the formal education of the past, printing has been the school's right arm. Educationally it has been both a blessing and a menace. It is the source of most of the blunders and inefficiencies of instruction; and it is equally, the one most wholesome means of culturing and humanizing life.

THE ELSINORE SCHOOL

At what point in the child's training shall we consider his individual requirements? At what age, if at all, shall we give tailor-made education and stop our attempt to fit "hand-me-downs?"

Much comment has been made on the question of the demand on the part of the university that the high school fit pupils for that institution. Through years of conflict a larger demand has finally been recognized; that of the individual student for what he needs regardless of what some one else may need.

Increasingly the high schools reach out the helping hand and give instruction in millinery, machinery, typing, nursing, blacksmithing, laundry, etc. Those who wish a scientific perspective of practical matters and also need and wish a cultural atmosphere do not need to look far to find a high school big enough to give that for which they are looking.

The work of the grades has been less elastic. The pupil must conform, more or less rigidly, to the requirements of the course of study. Said course of study is made for the all-around versatile boy or girl; the one who by nature is musical, mathematical, artistic, literary, scientific, and, with it all, has a good memory. Many who are deficient in one or more of these have been saved educationally by the happy ability of the wise teacher to overlook requirements and pass the pupil on, regardless of low grades. In spite of this, however, we have many "retarded" children, the brand of inefficiency on the brow of the school system.

But we are limited as well as advertised by our loving friends and community sentiment largely decides the course of the school. A liberal board and a forward looking community furnish the opportunity for progressive effort. The needs of schools are comparatively equal.

Such an opportunity has been offered the teachers in the elementary school of Elsinore. In the upper grades we have the usual

ones who do not fit the course, the most conspicuous being those who are deficient in number.

One case stands out as a type. A girl of fourteen, classified seventh grade, low in retentive power and who could not fail, whatever else she did fail in, to be discouraged when confronted with her report card gave much anxiety. She did well in the sewing class. We had no cooking class. Upon being questioned she showed evidence of interest along that line of work.

Through the sanction of an intelligent school board and the co-operation of a progressive high school principal, this girl was permitted to enter, in the third month of the school year, a high school class in domestic science. She had had little physiology and no chemistry, yet she fitted into this advanced class of girls and carries the work with intelligence, industry and aptness. She has opened in a new atmosphere. She spends the first two periods of the day in the domestic science class then comes over to the grammar school and takes up the regular work with her class. She can never be promoted upon grade, but she does more work than ever before and, above all, knows herself better; her own possibilities and limitations are subjects of her calm consideration.

Other pupils are receiving like special consideration, one boy from the fifth grade spending two hours each day in the wood shop, but only extreme cases are given work aside from the regular grade. In all grades we are giving much time to social organization, Junior Red Cross work, the staging of operettas based on history or mythology, and encourage the backward pupil rather making participation in these activities a reward for high grades in regular work.

We endeavor to hold before all pupils the standard of further education, but at the same time attempt to give the pupil in whatever grade he may be, mental activity along the line that will give him the most thorough development whether or not that work shall lead him to high school or elsewhere, believing that sufficient unto his year should be a child's training.

MARY ROSS LOYD,

Principal Elsinore Elementary School.

PREPARING FOR COMMERCIAL WORK IN THE NEW PART-TIME CLASSES

E. W. BARNHART

Supervisor of Commercial Training, University of California

THE high school boards and teachers have just eight months left in which to prepare to make the most interesting experiment in education in the history of California. For with the opening of the school term in the fall of 1920 the day part-time classes required by a recent act of the legislature must be established. The act provides that the high school board of every high school district in which at least fifty high school pupils are enrolled and in which there are twelve persons within the district who are over fourteen and under eighteen years of age and who are not in attendance upon full-time public or private day schools, must establish part-time classes. These classes must provide instruction in civic and vocational subjects, and subjects supplementing home, farm, commercial, trade, industrial, or other occupations; in doing this, they may include instruction in any elementary, secondary, or other school subject. Moreover a minimum uniform standard of proficiency in any subjects taught in these classes need not be maintained, except in those classes designed to prepare for other classes or other schools. The problem these classes present is made more difficult because attendance of every child within the scope of the act is compulsory for at least four sixty-minute hours a week during the regularly established school term for a minimum of thirty-six weeks.

The registration of minors now being made will give exact information as to the occupations followed by the minors in each high school district, and should furnish the basis for planning the number and kind of classes needed. However, it is not necessary to wait for the results of this census to plan in general terms for certain kinds of classes. According to the needs of the community, classes in agricultural, industrial, commercial, and home economics subjects will be established. As high school instruction in these fields is now being given, the foundation is ready for all the part-time subjects.

In the field of commercial subjects, however, there will be a number of new courses needed and a departure from established methods of teaching may be essential for

success. A study of the occupations followed by boys under twenty years of age shows that occupations connected with selling and store work rank first in number of employees, that occupations connected with transportation rank second, and that clerical occupations—shorthand, bookkeeping, and office clerical work are third. For girls, the clerical occupations rank first, the store occupations rank second and miscellaneous occupations rank third. So far our schools have not done much in teaching store salesmanship, management, and merchandising; yet for all but the smallest high schools, the demand for subjects in this group will probably be the greatest. Instruction in the field of transportation has not been offered in any California high school; so in this field entirely new courses must be developed. Shorthand and bookkeeping are the established commercial subjects; so the clerical occupations will offer fewer problems than the courses in other fields.

On the day that the high school opens for the new term plans must be ready for the courses which will make better citizens and employees of the hundreds who will come from stores and shops of every kind—salesgirls, cashiers, wrappers, delivery boys—from the offices of stores, factories, banks, telephone, and other public service corporations, and from sundry other occupations. There will be in addition telephone operators, shipping clerks, newsboys, chauffeurs, office boys, and messengers and the whole army of specialized, juvenile, office workers. The problem in the big cities will be extremely complicated; in the smaller communities, the number of workers and the variety of specialized occupations will be less, so the problem in the small high schools will be much simpler.

But where will the teachers come from? The success of the part-time schools will depend more upon the teaching force than upon any other element. Teachers of store work, of transportation subjects, of specialized office work must be obtained. If they are not found in the schools, they must be found in the industry or occupation. Obvi-

ously teachers can be trained to present both the new subjects, and the old subjects in the way needed to fit the capacities of the pupils in these classes. Plans are now being formed to establish several centers in which short courses for the training of teachers for these new subjects will be given. No course, however, will be sufficient unless the teacher actually knows (from experience as a worker) the educational needs of the store or office. To successfully develop the skill and occupational knowledge needed to insure increased vocational efficiency, the teacher must have had actual experience in the work.

The Summer Session of the University of California is now planning a course for training teachers for these new classes. It is very probable that a class for training teachers in store salesmanship and store work will be offered. But the class will have to be restricted to teachers who have had experience in store work. Some facilities for working in the stores of Oakland and San Francisco may be provided, but this experience will be too short to fill the need or meet the requirement for an actual knowledge of the work to be taught.

The teachers of California who are interested in the possibilities of this experiment should begin now to arrange for supplementary work in the stores and offices in

their communities. Fortunately the stores need additional help during the holiday rush, so positions should be readily secured; for the stores usually report a shortage of capable, intelligent salespeople and extra office workers. If possible, arrangements should be made by the superintendent of schools and the chamber of commerce and the stores and larger offices of each city to co-operate in seeing that the community offers every facility for giving teachers the experience needed. Store and office work on Saturday and during every vacation from now until the schools open next September seems imperative if the work in the new classes is to command the respect of the employers and the enthusiastic interest of the children. By having teachers who know the needs of the workers from having worked beside them, the success of the experiment to increase the productiveness and aid rapid promotion of the boys and girls who were unable to attend high school will be assured. More than this, the work of many a classroom will be rejuvenated through the new experiences thus obtained and from the insight gained in modern business methods. The teachers of California must come to the front, go to work in a new sense, and show that California can help the boys and girls who dropped out too soon. Get your Christmas job at once.

EDUCATIONAL PROPHECY—1930

It shall come to pass that what is numbered and listed below shall be common throughout the land in the year one thousand nine hundred and thirty:

(1) Teachers' cottages with demonstration gardens; (2) Inexpensive workshops and practice kitchens in rural schools; (3) Strong tables and chairs instead of desks and seats now in common use. (Seating companies get ready for the new demand.); (4) Libraries or a variety of books on each subject owned by the school will be in use much more and textbooks much less than at present; (5) Notes for study direction or project sheets will take the place of many textbooks; (6) Citizenship will be one of the common subjects; (7) All teachers will have special training; (8) With the exception of several work vacations at busy seasons in the community, the school will be in session the entire year.; (9) Pupils will be checked up as carefully on their own condition

as to health as on spelling or arithmetic; (10) Rural schools and rural communities will be consolidated; (11) General mathematics including the best practical parts of arithmetic, algebra and geometry will be taken by four times as great a proportion of pupils as at present, and algebra as now taught will be taken by about one-fourth as many pupils as now take it; (12) Assembly will be an important part of the daily program, many of the exercises will be intensely spiritual; (13) Students sixteen to twenty-one, inclusive, will be required to give at least five days each year to free public work; (14) Short courses for prospective housewives will be common; (15) Much of the common writing will be shorthand or semi-shorthand; (16) Nearly all schools will be given a series of talks or demonstrations by national, state and county experts; (17) Ability to speak and read simple French and Spanish will be common in elementary and high schools; (18) Pupils will know the constitution of the League of Nations as they now know the constitution of the United States.—J. F. MARSH, Secretary State Board of Regents of West Virginia.

THE YEAR'S MEETINGS IN CALIFORNIA

ARTHUR H. CHAMBERLAIN

At the time of going to press, meetings had been held in 1919 by three of the five sections of the C. T. A.—the Bay, Northern and Central Coast Sections. This was the first meeting of the newly created Central Coast Section and was held at San Jose during the spring. Indications point to a most successful organization. The Bay meeting at Oakland during October, covered several counties, and in addition, a number of outlying counties co-operated, speakers being sent to individual county institutes. The Northern Section met at Sacramento, also in October.

Amendments to the By-Laws of the Northern Section were so drawn as to provide for meetings of the association on alternate years, and for county institute meetings on alternate years. The Bay Section had before it proposed amendments to its constitution which, after discussion, were laid over for more detailed consideration.

The Central and Southern Sections meet, the former December 15, 16, 17 at Fresno, the latter the week of December 15, at Los Angeles. Proposed constitutional changes will be taken up at both meetings. The desire is to secure a more general participation by every teacher in the State in the affairs of the association. The responsibility for educational progress through legislative enactment and professional development otherwise has all along rested largely with the Council of Education. Initiative has come from and responsibility has centered in the Federal Council. This body has constantly taken the stand that such initiative and responsibility should be vested at first hand in the teachers themselves. Commendable effort is now being made by the various sections to strengthen their local organizations; to provide for a local central council or administrative body through such form of representation as shall satisfy every geographic region of the section, and cover all grades, all kinds of educational activity; and to draw into the association all teachers throughout the State. Unless all teachers of each section do take active interest through membership and participation in the work of the association, the advantages arising

from co-operation is much reduced, both as applied to the individual teachers and to State educational interests as a whole.

With such central body provided for in each section to act as a clearing house, suggestions and recommendations may be made to the Federal Council for further consideration and action. In this way there will be complete harmony of effort and a maximum of results.

As now planned, the meetings of all sections will hereafter be held in the fall. This brings to all teachers the benefits from institute and association at the beginning of the school year. It provides also for the co-operation of two or more sections in the securing of speakers, and minimizes expenses. It further simplifies the work of the central office. Hereafter the subscription year of the Sierra Educational News will be unified throughout the State, the year beginning January 1, for the members in each section.

The forthcoming meetings of the Central and Southern Sections are full of promise. Speakers of national reputation will appear and subjects of vital interest at this time will receive consideration. We are publishing herewith cuts of such of these speakers as could be secured, together with some of the more important facts of their professional history and achievements. We regret that in some instances this material could not be secured.

Never, perhaps, has California had a more distinguished personnel for any section program than the Valley and the South have provided for the 1919 meetings. They are all people who are teachers; scholarly, certainly but teachers; to whom teaching is regarded as the permanent calling. But they are, also, more than "school" teachers; seeing education as the one big function of society, and studious of the means by which the continuous and upward progress of society may be assured,—the entire group and individual members, promoting their own and the common welfare. They are such speakers as national bodies invite to their meetings, and the government seeks out for federal services. California teachers will not willingly forego attendance at the sessions. We hope to be able to feature a resume of the meetings in our January issue.

ASSOCIATION SPEAKERS

DR. GEORGE DRAYTON STRAYER

One of our best known school men, Professor of Educational Administration, Teachers' College, N. Y., President of N. E. A., 1919. He



holds or has held numerous society connections—Phi Beta Kappa, American Association for the Advancement of Science, the National War Savings Committee, Overseas Educational Commission; officially connected with a half dozen school surveys; author of well-known books; member of Editorial Board of "Educational Administration and Supervision" and of

the "Journal of Educational Research." Dr. Strayer is a forceful speaker and a publicist of note.

FRANK E. THOMPSON

A native of Illinois, and for twenty years Professor of Education, University of Colorado, he had his college training and several years of teaching experience in California. The latter includes instruction in the Department of Education, Stanford and in the State Normal Schools, San Francisco and San Diego. He is a Fellow of A. A. A. S., member of the National Institute of Social Sciences, the National Society of College Teachers of Education, the National Society for the Study of Education, and



a Phi Beta Kappa scholar.

HARRY B. WILSON

Dr. Wilson is an Indiana man, having his early and higher, both normal school and college education in that state, with degrees from Indiana and Columbia Universities, and Washburn College. His teaching experience has covered every grade of institution, but with more than twenty years in executive positions. He has had professional recognition in various organizations and commissions, is author and advocate of motivation in school work and other current reforms; and is one of the most effective and pleasing of platform speakers and inspiring teachers.

**PROF. DAVID SNEDDEN**

Prof. Snedden is a product of a California home and industry and education; a graduate of Leland Stanford, Jr., University, 1897. First in his Alma Mater and later in Columbia he engaged in University teaching, 1901-1909. In the latter year he became first State Commissioner of Education in the reorganized Massachusetts system, returning to Teachers' College in 1915 as Professor of Educational Sociology and Vocational Education. He is an author, especially on school administration and movements for reorganization, and a vigorous platform force in educational gatherings.

**DR. CUBBERLEY**

While not a native son, Dr. Cubberley is distinctively one of us in California. With his first educational and teaching experience in Indiana, he has been twenty-two years on the Stanford Faculty as head of the Department of Education, and now Dean of the recently organized School of Education; a voluminous author including mainly writings on school administration and educational history; Director or joint member of school surveys of Portland, Salt Lake City, Oakland, Baltimore and Butte; and joint Editor of Monroe's Cyclopedia of Education.

**DR. AURELIA HENRY REINHARDT**

Dr. Rheinhardt is a woman of such wide and varied and successful educational experience that she challenges our admiration, not less for her achievements than for her masterful personal qualities. She is a Native Daughter, and holds academic degrees from the University of California, Yale (Ph. D. 1915), and University of California (LL.D. 1919). She has had both teaching and administrative experience in Normal School and University, and, since 1916, has been President of Mills College. Her authorship in translation, and interpretation betrays an exceptional scholarship and fine appreciation. Dr. Rheinhardt is our California Woman Orator.



DR. WILLIAM TRUFANT FOSTER

Dr. Foster is yet one of the younger men, but merely to inventory the list of his public services, his academic connections, his book and magazine publications, his official and executive documents would use pages. He holds degrees from half a dozen colleges and has given instruction in those and others. He has membership in a score or more of civic, academic, political and welfare organizations; is the author of half a dozen books, and numerous magazine articles on athletics, education, college credits, college entrance requirements, sex hygiene, etc. Add to this an extensive experience on the platform and it is evident that California is fortunate in having President Foster on the educational program.

**FREDERICK HANLEY SEARES**

Dr. Seares is classed as astronomer; but a scientist who knows how to make his visions seem very real to his hearers. A graduate of our own University, a year in Berlin and a year in Paris, connected with the Laws Observatory in Missouri, and since 1909 Superintendent of the Computing Division of the Mt. Wilson Solar Observatory of the Carnegie Institution of Washington, author, member of learned societies, Phi Beta Kappa, etc. Dr. Seares will add both strength and brilliance to our educational programs.

**ELWOOD MEADE**

Fate tried to hide this man from the profession by calling him an engineer; but all the same he is a teacher, a perceptor at large with learners and disciples in Washington and California and most of the states between. His specialty is irrigation which he has practiced and exploited in this country and Australia, and in which interest he is consulting engineer for various irrigation and water companies. As an habitually thrifty user of words his speech is yet clear and logical.

**FREDERICK G. BONSER**

Dr. Bonser comes among us with a rich and varied teaching experience, country schools, normal schools and ten years in Teachers' College with academic honors from the Universities of Illinois and Columbia. His principal publications concern statistical mental and educational tests and measurements and child and adolescent studies. Dr. Bonser's message is practical and authoritative.

**C. T. A. REORGANIZATION**

The 1919 meeting of the California Teachers' Association showed that body supplied with its full share of those internal rumblings and grumblings that seem to have developed simultaneously in almost every teachers' organization which possesses a large membership from all educational grades. There was every evidence, however, that a plan of reorganization, satisfactory to all groups will come forth in the near future.

To provide opportunity for such a plan the following course was decided upon:

- (1) That no action be taken on any plan of reorganization before the 1920 meeting.
- (2) That a committee be appointed to take charge of the two plans submitted and also of any others submitted later.
- (3) That the plans be published in the Sierra News in time for study before the meeting.

Inasmuch as this was done in respect to the wishes of the classroom teachers who have given voice to the major portion of the dissatisfaction expressed with the present type of organization, it now becomes their duty to prepare and submit to the committee a definite plan for reorganization or at least a clear statement of the ideas they would like to see incorporated in the plan to be voted upon next year. Failing to do this they will stand discredited should they attempt to oppose any plan that may be presented to the committee.—San Francisco Grade Teachers Bulletin.

For nearly two years the State Board of Education has acted with but five of its seven members. The governor has appointed two new members, and for the first time in this period there is a full board. The new members are (1) Mrs. Elizabeth B. Phillips of Porterville who succeeds Chas. A. Whitmore, who retired to assume a place on the State Highway Commission, and (2) Mr. Lester J. Hinsdale of Sacramento who succeeds T. S. Montgomery of San Jose. Mrs. Phillips was formerly a member of the Fresno State Normal School board of trustees and Mr. Hinsdale is a graduate of Stanford University of the class of '96. The pleasure is ours in extending the congratulations of the Sierra Educational News to Mrs. Phillips and Mr. Hinsdale.

EDUCATIONAL LITERATURE

Business Law. By Alfred W. Bays. The Macmillan Company, pages 311. \$1.40.

Part I of 30 pages is given over to a discussion of terms and agencies—kinds of law, sources of law, courts, commissions, etc. Part II being the major part of the book covers contracts, principal and agent, sales, negotiable paper, business associations and the law of property. The treatment is very elementary and wisely so. It should be found usable in any high school and particularly in the senior high school and junior college, and in vocational and business schools of the secondary grades. For illustration of various processes, rights and limitations, more than 150 "examples" are given of actual business transactions, and 400 practical questions and problems for advanced or supplementary study or testing. The Constitution of the United States is included in an appendix.

Blue Printing. By John S. Friese. The Manual Arts Press, pages 56. 75c.

The subject is presented, as it was meant to be, in a popular form, comprising in its four short chapters exposition of the printing room, blue print papers, the process of making blue prints, and special printing. It is illustrated by more than a score of figures. Novices even, as well as school classes, should find the text quite usable. The Manual Arts Press, Peoria, Illinois, puts out books so practical and so comprehensive of the several phases of technical and vocational instruction that it would seem as if manual training and industrial teachers might find among their publications almost anything they need; on wood and wood-working, mechanical drawing, architectural drawing, shop projects (a very full list); wood turning and pattern making, electrical work, printing, metal work, furniture, art and design, art crafts, carpentry, work sheets, and, besides interesting practical books for boys, and cooking and sewing for girls, a number of books on organizations, history and pedagogy of the manual arts. Among recent books by this press is the one noted here.

Measurement of Class Room Products. By Stuart A. Courtis. General Education Board, pages 522. 30c.

Teachers who are interested in educational measurements will find this a compendium of useful information on the basic school curriculum, by an expert. It is Volume VIII of the Survey of the Gary Schools. After a general introduction in which is given a careful and intelligible analysis of the so-called Gary Plan, two brief chapters on the "Status of Educational Measurement" and a description of the "Tests and Testing Conditions in Gary," 325 pages are given to tests, measurements and conclusion in the 5 elementary school subjects—handwriting, spelling, arithmetic, composition and reading. It is a detailed, painstaking, conservative report; cov-

ering the fundamental subjects (except geography and history), well arranged for easy comprehension, and, by its cheapness (paper binding), brought within easy reach of even low salaried teachers. (Address publishers, 61 Broadway, New York City.)

Methods of Teaching Typewriting. By Rupert P. Do Relle. The Gregg Publishing Company, pages 144. \$1.50.

This little book is truly a text in the pedagogy of typewriting as a school subject. Half the book is given to a discussion of typing interests and teaching methods, so plainly sensible and expert and well arranged, that its suggestions should be helpful to the teacher of whatever system. It looks to organizing and making more effective his work, and contributing to the scientific study of the teaching of the subject. A dozen quotations might be made from the text whose purpose would be as suited to the teaching of arithmetic or composition or singing as to typing.

Our United States. By William Backus Guitteau. Silver Burdett and Company. Pages 637 x XLIV.

There are history texts that are good, and others that are better. For use in the public schools, either elementary or secondary, a book on this subject is valuable, not in proportion to the number of its facts, or the scholarly quality of its treatment, or the enthusiasm of its sponsors, but measured by its appeal to the higher civic sense, and institutional loyalty, and unyielding patriotism of those who get its message. On every count, Guitteau's "Our United States" belongs to the second class of "better books." It teaches us unqualified loyalty; it omits no important movements; it has had the interests and maturity of adolescent boys and girls in mind in both the organization of material and the narrative and descriptive style. Where it may not chance to be used as a text, it will yet be found a suggestive and inviting book of collateral reading and reference. It is a safe book with which to compare the statements of any other. Guitteau has done a superior piece of work which will be recognized for its worth as it becomes known.

THE ACADEMY MOVEMENT IN THE SOUTH

Just as the Latin School was the typical secondary agency for secondary education during our colonial period, and as the public, free, tax-supported high school is characteristic of the later nineteenth and twentieth centuries, so the Academy was the prevailing means for nearly all pre-college training for two generations after the Revolution. It was a unique institution, serving well a transition period, and manifesting several forms—manual labor schools, farmers' institutes, Fellenberg schools, etc. Common characteristics appeared under all guises. While nominally and essentially a secondary

school, it received pupils of whatever age, according to the community needs, (even as young as ten or eleven years of age) and carrying them forward, at times and in places, to the early courses in the existing colleges. All this discussion belongs in the literature column because of an admirable series of articles on the "Academy Movement in the South," by Dr. Edgar W. Knight, beginning in the Chapel Hill, North Carolina "High School Journal" for November, and to be continued. Teachers interested in genetic studies in education will find these articles stimulating.

Shop Projects. By Myron G. Burton. Ginn and Company, pages 382. \$1.40.

Among the most notable changes in modern educational methods is in the substitution of real problems and constructive uses of knowledge for the more or less memoriter study of lessons. The project method is an organic part of the procedure in all teaching in the best schools of today—from the kindergarten to the junior college. But Prof. Burton's text is more than a collection of problems; the emphasis is put upon constructive exercises that have community reference or grow out of community need—typical of community interests that are worth while. There are six groups of exercises of ten projects each. There is an illuminating introduction to each group of problems followed by a fine half-tone illustration of each article to be made; and a page of working specifications; long before he has completed the first set of projects, the pupil will have learned to use working drawings with as much facility as he has with his jackknife. The suggestions, scattered through the book, for community research, are among the best features of the entire text; practical, stimulating to observing habits and mechanical interests, and tending to the domesticating of one's purposes around the home and the everyday life. There is no grade of school work that may not be vitalized by familiarity with and application of its teachings to the usual lessons.

My Country. By Grace A. Turkington. Ginn and Company, pages 394. 96c.

In no respect have our ideals of education more nearly faced about than in our modern interpretation of history as having, primarily, a citizenship reference. Whatever may be the excuse for fact studies, and schematic organization, and the charting of happenings in the later school and college years; whatever may be the scholarly uses of a nation's history; the only serviceable meanings of history studies, biography, group customs, institutional responsibilities and the interrelations of communities, to childhood and early youth, are the significance of a people's history as it is realized in one's own life, as a citizen, a neighbor, a companion, an economic factor in society. The subtitle of this book, is "a text-book in civics and patriotism for young Americans." And the author discusses, and by concrete incident and striking illustration, makes a personal appeal to the pupil, about schools and governing, rules and laws, and taxes and income and expendi-

ture, thrift, health, war, our defenses, etc. The book has hundreds of problems that might easily be made the basis of a term's "course" independently of the text, or as supplementing it.

Children in the Wood Stories. By Jeannette Marks. The Milton Bradley Company, pages 141. \$1.25.

Never, probably, have there been so many books for children as now; and for the younger children—nature, and bird, and animal stories, stories to be told and others to be read; and withal, wholesome stories. The best stories, too, of history and travel, adventure and science, are in price and distribution so easily in reach of most homes and pockets that there is little excuse for any child in home or school missing the reading habit. The book here noted is so thoroughly stimulating and appealing and safe that there are only words of commendation for it. Discrimination among the sixteen tales is gratuitous. They are all good; but adaptations of the classic Robin Hood, the Goose Fair, Pigs Abroad, London Bridge, are superb. The "Wood Stories" are "something different."

Educational Sociology. By William Estabrook Chancellor. The Century Company, pages 422.

Mention has been made, already, in these columns of the urgent need of a sociology suited to educational and teaching purposes, and of such elementary treatment as to be serviceable to teachers and students as have but limited acquaintance with the subject. In general, the book here noted meets these two requirements. It is elementary, almost to a fault. Its manifold illustrations, and problems and situations from the common life; its appeal to literature and the current means of intellectual commerce, the meaning of the industries and economic interests, should be intelligible and have a normative value to the least scholarly teacher. The discussion throughout is analytic rather than synthetic, and seems, in places, to be burdened, almost, with details. The organization of material is very simple. Part I, dealing with social movements; Part II, with social institutions; and Part III, with social measurement. With some limitations it is a valuable contribution to pedagogical literature.

The White Indian Boy. By E. N. Wilson. The World Book Company.

Here is a sure-enough pioneer story—the story of Uncle Nick among the Shoshones. It is "a pioneer's recollections of his early days, with their trials and adventures;" of Indian home-life, Indian warfare, the Pony Express and Overland Stage, the thrilling experiences of mountaineer and ranchman where both mountaineering and ranching must be fought for and defended, camp life, hunting, medicine man and arrow-maker—an artistic story simply told by one who has had no schooling, but who had the genius of the story teller; "a rare find, and a distinctive contribution to the literature that reflects our Western life." Any words of description seem tame, after reading a page of this frontier tale.

Elementary Social Science, by Frank M. Leavitt and Edith Brown. The Macmillan Company, pages 142.

Of all the sciences, the group called "Social Sciences" reveals the least clearly defined field. In a general way it is understood that these include both historical and descriptive studies of human and group relations; wants, and especially economic wants and needs, property, income, expenditure and savings; wealth and poverty; labor and the laborer; money, banks and markets; farm and factory; transportation and exchange; customs, group standards, leisure and community intercourse, etc. But equally these social sciences comprise the more or less elaborated sciences of sociology and political science, and the conduct of men by groups and institutions as society works out its purpose in organized effort. To say that such knowledges are fundamental for every individual that lives and serves among his fellows is only to state a primary fact. And that the basic facts and relations involved in such studies may be made so elementary and concrete as to appeal to and serve as a guide to the common man, and to the youth who is destined to early and relatively untrained wage earning, is the express doctrine of this admirable book, "prepared primarily for that large group of pupils who leave school and enter upon their occupations without completing a high school course." Here are intimate inquiries into land, labor, capital, business management, production and distribution, social control, education, public health, public morality, constitutions, codes and government and its functions. Every lower high school pupil in the State would be profited by a careful study of the book, or even its interested reading.

In the September, 1919, Wyoming School Journal, Dean James E. Russell of Teachers' College discusses the "organization of teachers" under 5 heads: "The teacher must be one hundred per cent American; the work must be professional in character and honestly performed; for which must be paid an adequate wage; and the organization, honest and straightforward in its dealings with the public." His fifth item is, "The organization should co-operate with every other group of citizens for the promotion of the public good, but should avoid entangling alliances with any one."

Upon this last point, Dean Russell says: "The teacher occupies a peculiar position in the body politic. He instructs children in the rights and duties of citizens. His wards of today are the voters of tomorrow. Some of them will be found in every group, party, sect, and organization that exists in the community. He should teach them the fundamental principles of American life and help them to make wise choices in their affiliations, but he may not proselytize or conduct propaganda for any cause on which citizens are divided. A decent respect for the opinions of others must characterize all that he does. The organization, therefore, which acts as the super-teacher cannot favor either Jew or Gentile, republican or democrat, capital-

ist or laborer. It honors them all for the good they strive to do, and will join with them in all good works, but it cannot be subservient to anyone. I realize that the American Federation of Labor is potentially one of the most beneficent organizations in the United States, and I have the highest regard both for its leaders and their objects, but it would be a mistake both for the Federation of Labor and for the prospective organization of teachers to form an offensive and defensive alliance. It might be the easiest way to secure an increase of teachers' salaries, but more pay is not the only object of a teachers' organization, and not the one that will insure its greatest usefulness either to the profession or to the public.

"It would be just as fatal to become entangled with the Manufacturers' Association, the Bar Association, the Christian Association, or the Democratic party. If this latter suggestion is ludicrous, so also is the example set by some groups of teachers who have already identified themselves with the labor organization. 'Friends with all, but allies of none,' must be the slogan of a teachers' organization."

THE STUDY OF EXCEPTIONAL CHILDREN

There has been received at this office, Number 1 of a quarterly bulletin to be issued by the National Association for the Study and Education of Exceptional Children. This is an Eleemosynary Society incorporated under the laws of New Jersey and founded in 1905 by Maximilian P. E. Groszman. In this first number, brief but interesting contributions are made by Mrs. Stoner, author of Natural Education; Prof. G. D. Strayer; the Commissioner of Health in New York City; Miss Katherine Devereux Blake; by Mr. Walter Waterman, a National Field Scout Commissioner and by Dr. Groszman. The plea of all of them was to conserve all human material through the child. "We must not let any one go to waste. The conscience of the people must be awakened; of all the people, the father heart, and the mother heart, so that the child of today may be saved for that tremendous work of the future which is before us."

FOREIGN HORDES IN AMERICA

Nearly a million and a quarter immigrants came to America in the year before the war, and ten millions of immigrants came during the decade.

There are more Irish in the United States than in Ireland, and fifteen times as many Jews in New York as in Palestine. We have some 8,000,000 immigrants from Great Britain, and 6,000,000 from Germany. Our Italians would fill a city five times as large as Rome. We have twice as many Greeks as Athens, more Poles than Warsaw and more Scandinavians than Stockholm. There are in use today in this country 77 languages and dialects. It is this sort of condition that complicates the achieving of a 100 per cent literacy and a universal Americanism in the United States. The problem of the school and school extension is a problem of years.—Exchange.

CO-OPERATION AMONG TEACHERS

The lack of unity among teachers is filling with dismay some of the best friends of teachers in Parliament, on the L. C. C., and in responsible public positions. We may find this difficult to realize. The enthusiast for his or her own association or group thinks there is nothing so important in the world as the sectional view. Don't labor under any delusion. Public men and women are seeking always to find the Greatest Common Denominator. They want to learn the views of the *mass*. They do not wish to hear the views of the Association of Teachers with Long Hair, or the Association of Teachers with Short Hair, or the Association of Teachers with Grey Hairs. There is no humor about this, dear reader. Think about it. It is literally true. We should see the ridiculous side of our differences if we could see ourselves as others see us. We gain in the esteem of those who really count as we become united. Unity means give and take, it means generous impulses, it means toleration; it means consideration by the class teacher of the head teacher's difficulties, consideration by the master of the point of view of the mistress, and, of course, vice versa. It means, in a word, a little idealism in the teaching profession. The scoffer, we hear him as we write, says: "Idealism be hanged; it's salary I want." Where would the scoffer have been without the L. T. A.? What would have been the position of the salaries question today without the L. T. A.? Would there be an L. T. A. without idealists? **The roots of our being as teachers are in idealism.**

This is copied from the London (Eng.) "Teacher." For the L. T. A. used, just substitute the letters of your local, exclusive association, and the comment rings quite as true in the United States and in California as in England and the world's metropolis.

The necessity for thrift teaching and practice has been clearly put by the President of the 12th Federal Reserve District:

"We are face to face with a situation," he said, "which is more likely to affect the happiness and prosperity and even the life of our people than the war itself. An admirable spirit of self sacrifice, of patriotic devotion and of community action guided and inspired us while the fighting was on. We shall need all these now, and need them in a heightened degree, if we are to accomplish the first tasks of peace.

"They are more difficult than the tasks of war, more complex, less easily understood and require more intelligence, patience and sobriety. We mobilized our man power for fighting; let us now mobilize our consciences for the reconstruction.

"The primary first step is to increase production and facilitate transportation so as to make up for the destruction wrought by war the terrible scarcities it created and so as to relieve our people of the cruel burden of high prices. Only by keeping the cost of production on its present level, by increasing production and by rigid economy and

saving on the part of the people, can we hope for large decreases in the burdensome cost of living which now weighs us down."

The teachers of America are in close touch with the households of America, where economy and saving must start. Their instruction is the wedge which will open the doors of those households to thrift. Through the children in their charge, they can impress on their communities the need and means for saving, the principles of wise buying and care for what is bought and advantages of sound and profitable investment.

There has come to this office a mimeographed copy of introduction to the study of modern foreign languages (French and Spanish), in the Los Angeles schools. It includes a statement of its purpose—the free, all-round, facile use of the language; the steps in the process, and the distribution of work throughout its three or four years. The introduction here of a paragraph from "Purposes" will indicate the sympathetic appreciation of the problem:

"No more complex subject of study is offered in the public schools than the study of a modern language. Every spoken language is a mixture of rational and irrational elements, a puzzle even to those born into it. No two people speak the same language. Even across a thousand miles of wire the individuality of the friend can be recognized by the mere spoken word. Aside from this inner complexity, a language has so many uses and so many connections with world problems that great differences of opinion have existed as to the proper aims and methods to be followed in studying a modern language. These inner and outer complexities have in fact kept modern language studies in an unsettled state for the whole century, during which we have experimented with them here in America. At the present moment, fortunately, there seems to be a decided movement toward a general recognition of the fact that one can only learn a language by using it, and that for any purpose for which a given language may be desired there is decided advantage in learning it through actual use of it in all its phases, involving practice in speaking, in hearing, in writing, in reading, and in translating."

REORGANIZATION OF OUR SYSTEM

Closing an illuminating discussion of the junior high school in a recent number of "Education," Prof. Kandel of Teachers' College summarizes the principles underlying the proposal for reform of our system thus: "(1) that educational differentiation for most pupils shall not begin before the age of 11 or 12; (2) that, at present, the last years of the elementary school are wasteful; (3) that, for the majority of pupils of secondary school age, a course or choice of courses covering four years should be provided; (4) that such a course shall be general and not vocational in character; (5) that they should be planned to meet the needs of pupils who will leave school at the age of 15 or 16; and (6) that intensive specialization should not begin until after this period."

Teachers of home economics, Superintendents of Schools, and Supervising Principals where these subjects are taught, will be interested not only to know but to study the series of bulletins recently issued by the California State Board of Education: Teacher Training Course in Home Economics for Experienced home makers; Regulations governing the course of study for the Training of Teachers of Home Economics; and Extension Service Bulletins I-V, 1919, for teachers of home economics. All these doubtless will go to teachers generally, particularly to such special teachers; but this note, in addition to emphasizing the need for a critical study of the provisions, is meant to be informing to those who may not chance to receive the literature. It is worth while.

How comprehensive has become the concept "Educational Hygiene" appears in the subject matter of Bulletin No. 48, 1919, of the United States Bureau of Education. The twenty pages comprise notes upon physical education in the preparation of all teachers; malnutrition and the nutrition class; sex education; medical supervision; control of epidemics; eye hygiene; oral hygiene; recent legislation for physical education, and the Nation's need. Should the Smith-Towner bill become a law, it is provided that two-tenths of the annual appropriation of \$100,000,000 for schools shall go for physical education.

"Whatever other affiliations they may have, and they should have other affiliations, the teachers of America should unite on a broad professional basis to seek those benefits and improvements which alone entitle them to recognition as professionals. To have a national teaching profession, therefore, we must develop a teaching army, well paid, highly paid, altruistic, large enough to perform the State's needed ministry of education and consecrated enough to unite instinctively on all educational matters which promote the welfare of every citizen."—N. E. A. Bulletin, October.

NEEDED—CALM JUDGMENT

It is a time of great and of far-reaching change, in which it takes a good man to maintain his sense of proportion. The force of mob mind is tremendous, and as social psychologists have long pointed out, the more wide-spread the phenomenon, the stronger is the type of mind that succumbs to it. So it comes about that the need today is not nearly so much that of getting people aroused as it is that men shall be on their guard against being torn loose from all the moorings to which they once held fast. The demand, in other words, is rather for a courageous clinging to the elements of stability. Bolshevism in education is as dangerous as it is anywhere else.

If we overlook these things, we endanger to just that extent the success of sane reconstruction. If we fail, the children of this and of other generations must pay the penalty. But we will not fail.—H. T. Lewis.

It is wholesome, once in a while, that teachers be reminded that even so good a thing as "method" may be insanely exalted. The following statement, taken from the Journal of Education, is from an authority on modern language studies:

"Quite a large portion of the teaching fraternity are making of method, if not a fetish to worship, at least a hobby to ride, and that to the detriment of the country's highest pedagogical interests. If I can trust my own observation, a person's reverence for what is commonly called method, usually varies inversely as his own intellectual breadth. Let these remarks of mine not be misunderstood. There is a sense in which a teacher's method is the most important thing about him, is, in fact, the essential source of his power and his influence. His method in this sense is nothing less than his entire character displaying itself in his work. . . . What I deprecate is the widespread tendency to treat routine as if that were the thing of chief importance, as if it were the real key to the teacher's power and influence. For that it certainly is not."—Calvin Thomas.

Under the title, "Viewing and Reviewing Books for Children" in the September Bookman, Annie Carroll Moore has ten pages of charming comment, of reminiscence and appreciation, that are fit to cheer the heart and whet the taste of any teacher, or any one interested in the story cravings of childhood and youth. She protests against the distortions of juvenile interests and the tendency to neglect this fruitful literary field, or to write down to youth.

"We may as well face frankly at the outset the reluctance to write for children on the part of competent writers, for it is symptomatic of a grave defect in our national education. We have drifted too far apart in the life of our American Colleges and Universities, from the current of life in popular educational institutions in which the free use of books by children has been sustained for a generation or more. Too often we have 'let George do it'—in our schools, in our libraries, and most of all, perhaps, in our homes. Reading for credit is barren substitute for reading for love of a book. Why should we not look to our universities to blaze new trails for the stimulation of both writers and readers of books for children? There is no better form of training in the fundamental art of expression than a sincere attempt to write to interest children and young people following competent lectures and discussion of comparative reading. Why not courses for readers?—the parents and teachers, the publishers and book sellers of the next generation."

Concerning Teachers' Salaries: The report of the National Education Association Commission on Teachers' Salaries and Salary Schedules is being mailed out to libraries and to all holding \$5 memberships. This report of 165 pages is the most complete statement on teachers' salaries and salary schedules which has been published during the present educational emergency. The price to members is \$1 a copy. The price to those who are not members is \$1.50 a copy. Every school and every library should take out a \$5 membership so as to receive valuable publications like this one as they come from the press, making it unnecessary for each teacher to purchase every publication. Members should see that the school and the library attend to this matter.

In the *Elementary School Journal* for September appeared an article under the title, "Taxation, Teachers' Salaries and Cost of Education." It is not in any sense a traditional treatment of this traditional question. That our system of school support is antiquated and that there is a new limit of income from property taxation and, therefore, of school revenue, are keynotes of the discussion. In a consideration of the inequality among the States, in opportunities for education, there is offered a table of 10 States giving the taxable wealth, the average school attendance and their ratios. In wealth, California stands third (surpassed by New York and Maryland only); in school attendance is fifth; and in the ratio of the two, stands first. The author comments as follows: "With the best possible will in the world, a child born in North Carolina (ratio 4256) has only about a fifth as good a chance for an education as one born in California. Or, to put it another way, if North Carolina maintains equally good schools with California (ratio 20411), she must tax herself nearly five times as heavily." Michigan and Maine would have twice the rate of taxation, and Massachusetts, even, one and eight-tenths more than California. In proportion to the number to be schooled, the financial ability of California is enormous; greater even than New York (ratio 17012), and Maryland (ratio 11923), the two States next to California in the list.

CURRENT LITERATURE ON EDUCATION

- (1) **The Small Town Teacher: What She Wants.** By one of them. *Primary Education*. November, 1919.

A sensible statement by one who evidently knows of the conditions in that much neglected unit of our school system—the village school.

- (2) **Building on a Fund of School Habits.** By Henry P. McLaughlin. *Educational Review*, November, 1919.

"The grammar school graduate brings with him a large number of useful school habits that should be conserved."

- (3) **The Junior High School in European Systems.** By J. L. Kandel. *Ibid.*

A comprehensive study of this unit of our American system as it appears in Germany, France, England.

- (4) **Extravagance of School Children: An Education in Thrift.**

Two articles on kindred subjects, in the November, *Wisconsin Journal of Education*; the former by E. B. McCormick, the latter by Thomas W. Boyce. Both are quite well worth reading in California, too.

- (5) **A Reply to Senator Smith (on the Smith-Towner Bill).** By Frederick J. Riley.

A spirited, keen-witted, well-written attack upon the proposal to establish a Department of Education under the Federal Government.

- (6) **Laboratory Instruction in the Sciences.** By George R. Twiss. *Ohio Educational Monthly*, October.

There are named and discussed eight "characteristics as criteria for determining the educational value of a laboratory lesson."

- (7) **Physical Training in the Public Schools.**

By O. T. Corson, *The Ohio Educational Monthly*.

An attempt to mitigate the heart-ache of school people over the army rejection of 30 per cent of enlisted and drafted men during the war; first, that the situation was not worse with us than with other nations and, second, that the schools were not alone to blame.

- (8) **Junior High School Mathematics.** By Brenelle Hunt, *Journal of Education*, October 23.

A discussion of the need of differentiation, accompanied by a suggested content of mathematics for the second year.

- (9) **Patrons of Democracy.** By Dallas Lore Sharp. *Atlantic Monthly*, November.

Elsewhere has been given a brief extract from this article; but the entire twelve pages are so suggestive that teachers will be profited by reading it.

- (10) **My Impressions of the King—Albert of Belgium.** Luther Burbank. In *Orchard and Farm*, November.

Here is the Wizard's story of his entertaining the young prince twenty years ago and their visit together again when the king recently passed through California. It is a simple but picturesque story of a much beloved Belgian by a much loved Californian.

- (11) **Keeping Up in Teaching.** By J. C. Lammack. *School Board Journal*, November.

Here is stated and discussed the problem of self-improvement of teachers, and the dozen or more means to be used.

- (12) **Teaching Home Repairs in the Schools.**

By T. B. Foulkes and Thomas Diamond. *Manual Training Magazine*, November, 1919.

Gives a table and description of such work in 36 cities of Wisconsin, and covering repairs of 17 kinds from shoes to cycles.

- (13) **The Owen Plan for the Professional Organization of the N. E. A.** By W. C. Bagley. *School and Home Education*, November.

Contemplates the National Federation of State Teachers' Associations, as in many states there is a federation of local associations; advantages are noted and objections met.

- The Academy Movement in the South.** By Dr. E. W. Knight, in the *High School Journal*, November.

A particularly clear and historically interpreted memorandum of the early academies, both among church dissenters in England and in our own early national life, and particularly in the South.

- (14) **The Academy Movement in the South.** By Dr. E. W. Knight, in the *High School Journal*, November.

- (15) **Better Books for Children.** *Public Libraries Magazine*, April 1919.

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NOTES AND COMMENT

The semi-centennial meeting of the Department of Superintendents of the National Education Association, to be held in Cleveland, Ohio, February 23 to 28, 1920, promises an attractive program; problems of Americanization, the need of financial organization for school support, symposium on "the most current Educational Problem," from the viewpoint of law, medicine, commerce, industry and labor, the functions of community singing, and the social relations of supervised study. The deliberations should be worth the long journey from the Pacific Coast, even.

The National Educational Association commission on the "Revision of Elementary Education" will investigate (1) the aims of such education, (2) its organization and administration, (3) its materials, (4) its methods, and (5) the school laws. It is said the commission invites suggestions upon any or all of these points, which may be sent, care of Secretary J. W. Crabtree, 1400 Massachusetts Avenue, Washington, D. C.

After popularizing and firmly establishing printing as a subject in the public schools of this country, the American Type Founders Company, through its Education Department has entered a new field which it will promote in conjunction with printing. The new field is visual education by means of motion pictures and stereopticons.

Ohio teachers, aided by friends of the schools, are in the midst of an active campaign for better salaries. It is proposed to employ statistical experts to study the problem, and a publicity man to get the conditions and wants before the people. A minimum salary is commended, on condition that the law provides for a classification of teachers, and graded minimal salaries adjusted to training and experience. It should provide for automatic increases for experience for a limited number of years; it should provide for additional training, and for increases commensurate with that training. It is encouraging that, along with an aroused consciousness of the inadequacy of the present pay, there is an evident tendency to study the problem, and in time, make a plea on the basis of intelligible principles.

As providing an assured support for the State Higher Institutions, Ohio proposes to ask the coming legislature for a state mill tax.

Ohio, too, has a joint legislative committee, charged, as in California with making a "survey of all departments, commissions, boards and officers in the state with a view to recommending needed changes." Schools included.

At the November meeting of the San Francisco Grade Teachers' Association, State Superinten-

dent Will C. Wood, in vigorous language and with a sympathetic attitude, discussed the question of Teachers Advisory Councils in the administration of schools.

The Savings Division of the Treasury Department of the United States has just issued three bulletins of unusual merit, all relating to Thrift. "Fifteen Lessons in Thrift" is the title of one of the bulletins; another, "Outline of Lessons to Teach Thrift in Normal and Training Schools for Teachers," and the third, "Outline Suggested for Teaching Thrift in Elementary Schools." These bulletins are excellent and should be used as supplemental to the book recently put out by the Lippincott Company of Philadelphia, entitled "Thrift and Conservation," under joint authorship of Arthur H. Chamberlain, chairman of the National Education Association Committee on Thrift Education, and Professor James F. Chamberlain, head of the Department of Geography, Southern Branch, University of California.

Institutes in California announced for November are those of Kern County at Bakersfield, November 24, 25, 26, and Mariposa County during this same week.

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HIGH PRICE OF SCHOOL BOOKS

The following editorial from the "School Board Journal" presents so clearly some of the difficulties that publishers of school texts are meeting that it is reproduced in full:

High Price of School Books

School authorities who are seeking to compel publishers of textbooks to maintain prices that prevailed during the past ten years are seeking to fly in the face of plain economic conditions. They are in the long run injuring the schools because they are reducing the ability of publishers to issue textbooks at the present high standard of authorship, editorial service, and mechanical make-up. Just in this connection it is well to repeat here a discussion of the situation which appeared recently in the Publishers' Weekly:

"In no field of book-publishing does the manufacturing cost form so large a percentage of list price as in the schoolbook field. Royalties are on a lower percentage scale, sales are in large units which keep selling costs low, the advertising allowance does not need to be large. Competition is extremely keen with the consequent tendency toward the lowest possible selling price.

"This means that the rapidly rising cost of book manufacture have put problems of greatest severity upon these departments. And, as if to make difficulties still more difficult, the exacting character of the average schoolbook contract has to be taken into consideration. One finds it hard to think of any other manufacturer who has been obliged by law to hold to the same prices today that were fixed two or three years ago.

"Last year with costs up at least 33 1-3 per cent many publishers changed part of their prices though with a total increment to the list of only about 5 to 10 per cent. Others curtailed here and there and reduced their output of new titles and waited for things to settle. As far as war-time restriction goes, things have now cleared themselves but the increased manufacturing costs are now over 50 per cent above what they were two years ago and not at all likely to come down.

"Many prices as shown by the new list have been changed this year, about 20 per cent of the total number, but these by only about 10 per cent over the previous rate. This can only mean that many titles are being taken care of out of previously manufactured stock and that rigid economies are being used to keep the prices on the rapidly moving competitive titles at the lowest possible figure. Whatever may be the increases in the general cost of widely used goods, the prices of books have not anywhere touched the average.

"This protects the public in its book purchases and assists in the school committee's acute problem, though it leaves the final adjustments still ahead. The book dealer who finds his public commenting on the upward tendency in the price of schoolbooks can state with confidence that in few commodities has there been so small a percentage of increase."



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BOOSTS FOR BEACON

Miss Mary Fackler, a primary teacher in Redlands, said in a recent letter to the publishers: "I speak for Beacon every time, for the **mechanics**. Others may get good results by using endings, but the blending from the beginning to my mind is the natural way. The chart is a wonderful economizer of a teacher's time and strength, and my little people really enjoy it."

Superintendent Linscott of Santa Cruz, at a meeting of his primary teachers last spring, called for a vote as to whether the Beacon Method should be continued or not. The vote stood 13 to 1 in favor of continuing the Beacon Method.

If you want to see an interesting class in the Beacon Method take the Shattuck Avenue Southern Pacific car at the Oakland Mole, go to the end of the line and there in a little temporary one-room building you will find some six-year-olds who can **read** and who **enjoy** the **mechanics** of reading.

The Berkeley Board of Education is building a beautiful new schoolhouse in the Thousand Oaks section of the Berkeley school district, but if you visit Miss Lilly Zeus in her present one-room shack you'll agree that

grand buildings are not necessary for good work.

Miss Zeus was recently called to the Merced County Institute by Supt. Gribi to show her teachers just how to use the Beacon Method.

The Thousand Oaks School is not the only school in Berkeley where you will find excellent work being done with the Beacon Method. The Lincoln School was recently visited, and it was indeed a delight to see the power in thought getting and thought giving possessed by the pupils in that school, where Miss Fox and Miss Ellerhorst through the use of the Beacon Method are eliminating the difficulty of word getting.

W. R. Keefer, Principal of the Grammar School at Gustine, California, and a member of the Merced County Board of Education, says: "We have been using the Beacon System in our school and have found it the best we have ever had. In all other systems of phonics which we have tried, the children were often unable to pronounce a word correctly after sounding it, but the Beacon way is so simple and easy that the words almost say themselves."

WRITE THE PUBLISHERS

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for further information about the
Beacon Method if you are interested.

Elsewhere in these columns will be found a statement by Professor Leonard concerning teacher training for service in the Smith-Hughes vocational schools. The University department is sending out a bulletin of which the following excerpt is a significant passage:

The Need for Teachers

"There is a great demand for school teachers of shop work. The demand is for mature, intelligent men and women who have had a sufficient amount of trade experience to warrant the conclusion that they know their work thoroughly. But since knowing one's trade is not a sufficient guarantee of ability to teach it, school administrators are looking for persons who have had not only sufficient trade experience, but who, in addition, have had training for teaching.

The need for teachers exists in each one of the school divisions which give trade and industrial education. These divisions are:

All-day Vocational Schools.

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Now, the most urgent need is for teachers in the evening schools. Trade and industrial workers, therefore, who are not interested in becoming day school teachers, but who have the aptitude which can be developed into teaching ability, may prepare to undertake the evening school teaching. The preparation will qualify the worker to earn additional money by teaching in the evenings."

In the Wisconsin Journal of Education for October, Professor O'Shea considers the pros and cons of the Junior College movement. The chief objection to the high school junior college is implied in one reason for going off to college: "It removes the individual from his home environments where he is treated as a child and brings him into an environment where he is treated as a man."

The coming meeting of the National Department of Superintendence in Cleveland, February 23-28, will be the semi-centennial session and promises to be unusually large. Superintendent E. W. Graff of Indianapolis is president.

An unique collection of 1400 words for spelling has been compiled by the Institute for Public Service, from the Declaration of Independence, Preamble to the Constitution, Bill of Rights, Lincoln's Gettysburg Speech, and Wilson's War Message. It is evidently in the interest of Americanization.

Springfield (Mass.) teachers have been given a lump increase of twenty per cent in salaries. The Chamber of Commerce intervened and influenced the action of the board of education in order to prevent a strike.

In 1918 there were 480 summer schools in the United States with nearly 15,000 instructors and 160,000 students. Of the latter, 79 per cent were women. The cost netted nearly \$4,000,000. In number of schools among the States, California was ninth; in enrollment, seventh.

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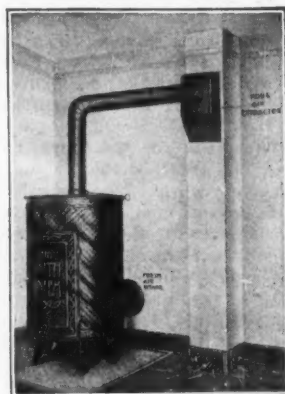
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| Cuentos Castellanos (Carter and Bloom) | .68 |
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| Padre Isla: Lesage's Gil Blas (Geddes and Josselyn) | .96 |
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| Echegaray: O Locura o Santidad (Geddes and Josselyn) | .52 |
| Tamayo y Baus: Lo Positivo (Harry and de Salvio) | .56 |
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Under the general direction of the College of Agriculture of the University of California, a comprehensive survey is to be made of San Benito County. It will include educational, social and economic conditions as investigated and tabulated by O. J. Kern. The study is upon a half dozen detailed and carefully devised forms—general country life survey—population, agriculture with the farm as the economic unit; the farm home, education, church conditions and community life. Whatever may be the prosperity or lack of progress in any county of our State, the current knowledge of its materials and economic or other human achievements is limited and vague. Here is an interesting movement to acquire scientific knowledge of one county whose advantages might well be extended to the 57 other counties.

California teachers will be interested in the plans maturing in the University of California for a bureau of educational research originally suggested by Dr. Lange and now taking shape at the hands of Mr. R. S. French, secretary of the Bureau. Now, there comes through the Utah Educational Review a somewhat similar recommendation under the title "A Bureau of Educational Research," by Kimball Young. The organization is regarded as "one permanent result of the school surveys of the last eight years."

In Los Angeles great attention is given the ungraded children. A bulletin just issued, entitled "Ungraded Rooms," and prepared by Dr. A. H. Sutherland, director of the Division of Psychology, is rich in suggestion. There is given in Part I the plan for ungraded rooms; Part II devotes itself to development schools; Part III, adjustment rooms. Says Dr. Sutherland: "The greatest result is the influence on the character of the boy or girl who enters one of these rooms. I cannot state this in words. It may be indicated by mentioning the habits of study, the cultivation of persistence and interest, etc."

The Long Beach schools are nothing, if not progressive. As another indication of this, we have volume 1, No. 1 of "Long Beach School Topics," a bulletin of 16 pages, published quarterly by the City Teachers' Club and the Board of Education. It issues from the High School print shop, which is another suggestion of making the school function with life interests. Great credit is due Miss Ruth Adair Smart, president of the club, for her efforts and to Editor Roy E. Mealey. Miss Smart expresses the hope that the Long Beach City Teachers' Club "will be so effective that none will consider joining those totally unlike us; teaching is a profession, not a class of labor." Superintendent Stephens states that the purpose of such a magazine as "School Topics" should be to provide an instrumentality for the dissemination of information concerning our system of schools, and to afford a means of expression. Our congratulations! The Sierra Educational News sends greetings to "School Topics." Let other progressive cities follow the lead of Long Beach.



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Dickens: Oliver Twist (Pine)
Hawthorne: The Scarlet Letter (Seay)
Kingsley: Westward Ho (Leonard)
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Send for descriptive list

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Say you saw it in the Sierra Educational News

On September 17th, Superintendent Wood held an interesting conference on Americanization—its principles and plan of action—at Sacramento. The keynote of the discussion was the proper and adequate training of teachers for this work. The conclusions of the conference will be found in the body of the News.

The California State Federation of Labor, at its twentieth annual convention, unanimously adopted resolutions endorsing the Government's 1919 Thrift Campaign memorializing the Government to continue and extend the War Savings and Thrift Stamp Institution as a permanent policy helpful in safeguarding the earnings of the toiling masses of the country. The resolution recommended the appointment of a thrift agent in every affiliated local union in the State and advised each union to supply such agent with a revolving fund sufficient to enable him to carry on hand an adequate supply of Thrift and War Savings Stamps, War Savings Certificates and Treasury Savings Certificates.

In a recent number of Sierra Educational News appeared a somewhat extended discussion of the hearing nearly a year ago in Washington over the Smith-Towner bill, providing for a Cabinet department of education. The full report of the argument then presented has now been published, 162 pages, under the title "Joint Hearings Before the Committees on Education and Labor, Senate Bill 1017, House Bill 7." So important is this measure to the school people of the counties that it is hoped that many teachers of California may secure from their Congressmen free copies for their use.

Our Mr. Avery has a masterly contribution in a recent issue of School and Society, on aspects and meanings of Americanization. Three developments of the process are discovered: (1) work with foreign-born men and women and in their homes; (2) work with children, and (3) the service with our own mature people. "We do not want to increase our irresponsible citizenry. We want more good, intelligent, English-speaking, well-informed, public-minded men and women. The privilege of the franchise may well be an important incident in the growth of such new Americans. The road to citizenship should not be made too difficult; but it will be too easy if there be learned on the way no more than the reading of the United States Constitution." Mr. Avery has rendered a good service in this consideration of the Americanizing process.

In the Wyoming School Journal, James Harvey Robinson, historian, has a discriminating though brief critique of the little volume "The Process of History," by Prof. F. J. Teggart of the University of California. After characterizing the three characters, he closes his review with the statement: "I fear that Mr. Teggart's book will hardly bring its full message to the casual reader, but it can be read and re-read with advantage by one somewhat familiar with the newer conceptions of man and his nature." But it should be added that it was distinctly the "casual reader" for whom he was not writing—and the traditional teacher of history who is "unfamiliar with the newer conceptions of man and his nature."

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Say you saw it in the Sierra Educational News

The Trustees' Institute has proved a power for good in California and in other states where it has been tried. Interest in these institutes should not be allowed to lag. A Trustees' Institute for Shasta County was called at Redding at the time of the recent Teachers' Institute there September 18th with Superintendent George Schultzberg of Monterey County as principal speaker. In matters of rural school economics, buying of school supplies, transportation of pupils and consolidation of schools, Mr. Schultzberg is an authority.

Cardboard and paper materials may be used with great profit in the elementary school. "A Suggestive Course of Study in Cardboard Construction" for the third and fourth grades comes from the Los Angeles schools prepared by Ella M. Newell, supervisor. Attention is given to the tools and materials with detailed outlines of work for each grade, month by month. Of peculiar interest is the work planned for special days—Thanksgiving, Hallowe'en, Christmas, Valentine's Day, Flag Day, etc. There are interesting and suggestive diagrams and drawings, showing how the patterns are developed. A service has been rendered by the author in including the chapters on the rural school. Teachers of manual arts, or all those who handle primary work in city or rural school, would profit by having a copy of this book ready to hand.

Superintendent Blance T. Reynolds of Ventura County shows at every point in her administration ability of a marked order. The Teachers' Institute October 6-10 was no exception. In plans for the meeting, topics discussed, handling of the many and varied interests and in all details making for sources in the annual gathering of teachers, she met every test. The General Sessions were supplemented by sections for High, Grammar, Primary and Rural teachers. The subject of physical education was ably handled by George Hjelte, Assistant State Supervisor of Physical Education; Penmanship, by Louise M. Spencer; Vocational Education and Compulsory Education Laws by Dr. E. R. Snyder; Primary Work, by Madeline Veverka, Supervisor of Primary Work, Los Angeles; Americanization Problems, by Professor C. E. Rugh; Education for Citizenship and New Laws, Hon. Will C. Wood, W. D. Bannister, R. B. Haydock, Mrs. Barbara W. Webster and Mrs. Lou E. Wright acted as chairman of sections. A resolution prevailed in appreciation of the work of Superintendent Mrs. Reynolds, and of that of Mr. Reynolds, former superintendent, who served so effectively in Red Cross work overseas.

Continuous attendance upon County Institute for 33 years is a record indeed. A resolution passed at the Ventura County Institute states that Miss May Henning, after 33½ years' continuous service as teacher and principal in Ventura, is now on leave of absence. Miss Henning was the first woman resident of Ventura County graduated from the Los Angeles Normal School, December 17, 1885, beginning her work immediately thereafter in the Poh Street School, Ventura, and has given continuous service for more than a third of a century.

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1919 - Nov.

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| Buell, Earl | 5 | 6 | ab | ab | ab | ab | ab | ab | Left School | | |
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| Hughes, Mary | 6 | | 6 | 7 | ab | ab | ab | ab | ab | 40 | |
| Kney, John | 8 | 8 | 7 | | 7 | ab | 6 | 6 | ab | 60 | |
| Johnson, Jennie | 9 | 9 | | 9 | 8 | 7 | 8 | 8 | | 82 | |
| Jones, Laura | 6 | ab | ab | ab | 4 | ab | 0 | 5 | ab | ab | |
| Kane, Arnold | 5 | 4 | 5 | | 6 | 6 | | ab | ab | 54 | |
| Murray, Beulah | 7 | 7 | | | 6 | 7 | 8 | | | 6 | 64 |
| Myers, Henry | 6 | 6 | | | 7 | 6 | | 7 | 7 | 76 | |
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Say you saw it in the Sierra Educational News

When the University of Southern California opened its fall semester, September 29, it celebrated its 39th year with the formal opening of the Greater University program by laying the cornerstone of the new \$500,000 administration building on the University campus, Los Angeles. It surpassed its own record of the year previous in the summer session with a registration of 1150 students this year, from all parts of the country, bringing the registration of students for the year to the grand total of 4375.

Dr. George Finley Bovard, president, and officials of the University are making elaborate plans for the general enlargement of the scope of the work of the University with the strengthening of all departments and the addition of important courses. The Master's Degree will be awarded for work in the Spanish Department, and courses in pure Castilian as well as commercial Spanish will be offered. The Department of Sociology will be strengthened with the addition of new courses in Applied Sociology. The Department of Economics will offer new post-war courses. Among other new courses offered are Home Economics, including house planning, furnishing, food values, dietetics and nutrition. Journalism, short story writing and advertising are given in the School of Journalism, and students in this department secure actual experience in editing and publishing The Trojan, the University paper.

The opening of the work of Dr. W. Franklin Jones as Dean of the School of Education and Professor of Education is attracting much attention, and many students from the East are coming to the University to take advanced graduate work. Dr. Jones comes from the University of South Dakota, where his work attracted wide attention. Dr. Lester E. Rogers, who has been the head of the Department of Education at Lawrence College, Appleton, Wis., will act as assistant to Dr. Jones. He will give courses in Secondary Education and Administration.

Notice is here taken of a Federal bulletin, No. 28, 1919, on Educational Periodicals, in the XIX Century. Its 125 pages are rich in suggestion of the advance that has been made, not in educational periodical literature alone, but in the corresponding changes in school and educational ideals. Editorial consideration will be given the topic in the near future in a more extended way. But the headings of certain chapters and mention of lists included may whet the reader's appetite for the future discussion or for the bulletin itself, which may be had from the government printing office at 15 cents a copy. Here are such topics as the function of such periodicals, special journals, editors and contributors, circulation, support, etc. Before 1876 nearly 200 such journals had been begun, and two-thirds as many from that date to 1890.

The new building for the University of Southern California to cost \$500,000 has been begun. Ground was broken October 6th, and the cornerstone laid October 14th. President Bovard and 1400 students participated in these ceremonies.

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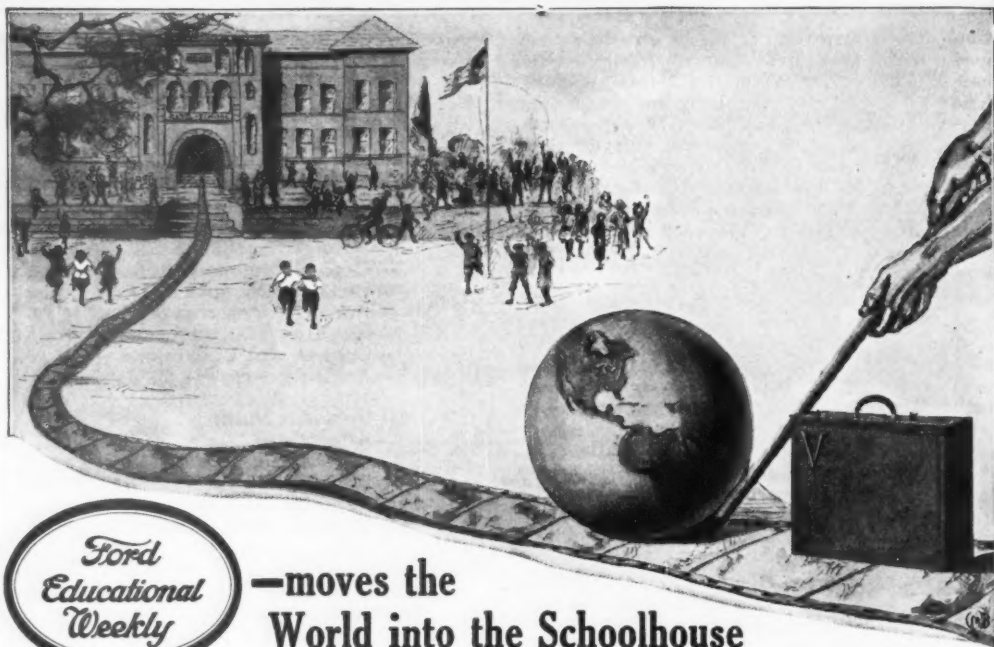
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when you glanced at the "world" in the above illustration **what was just south of North America?** We switched Africa there just to show how a **stationary** continent can "get by" a smart teacher. Had Africa been **in motion** you would have detected the error at once.

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To a layman, "democracy means the responsiveness of government to the people. . . . Democracy consists of the spirit of government rather than its form. . . . Democracy is splendid. If we could just install it in business, education, government, society, religion and the home, it would be wonderful."—Earl C. Arnold in Education.

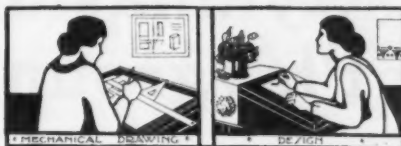
In the United States Government there are 23 federal departments whose annual appropriations exceed \$500,000. Among them are the land office and the district courts; but the Bureau of Education is not in the list. In a list of minor appropriation of 36 departments, receiving \$100,000 to \$500,000 each annually, our Bureau of Education stands twenty-second; the Bureau of Labor Statistics, the Indian office, the Supervising Architect's office, and the clerks and messengers to Senate committeemen all standing higher in the list.

In the October "Education" is an admirable article by Samuel M. Swing, Detroit, Michigan, on the "Problem Method in History Teaching."

At Sioux Falls, South Dakota, October 12-15, was held the Fifteenth Conference on Rural Education and Rural Life, probably the most successful of all the series. There were present a dozen State Superintendents, half as many governors, numerous County Superintendents, representatives of colleges and normal schools, and leaders and experts in rural social, industrial and cultural problems; beside clubwomen, business and professional men, farmers, school and civic officials, etc. The program of the four-day session was published in full in "School Life" for October. The status of rural education occupied one entire day; units of taxation and administration; contributions of the higher educational institutions to rural schools and rural life; rural progress in recent years; other social agencies for the improvement of rural life, etc., occupying full programs. It was a great gathering with promises of permanent good results.

The First Year Book, issued by the Division of Educational Research of the Los Angeles Schools, is a most valuable publication. It contains a number of age and grade tables, so that teachers may handle understandingly the problems of under-age and over-age. The tables cover distribution of pupils in the elementary and intermediate schools as well as those of high school age. There is a section of the bulletin devoted to "Retardation as Indicated by the Relation of the Ages of Children to Their Advancement in School;" to the matter of promotions and non-promotions, and a study of non-promotion due to failure in the various subjects—arithmetic, reading, etc., as well as to poor health and administrative courses. Altogether this pamphlet issued under supervision of Robert H. Lane, Director of Educational Research, merits careful study.

"That nation which is foremost in giving heed to the health and housing, the vocational education, security and wages of its working people will be the nation which will survive even in times of peace."—(Prof. John R. Commons—Industrial Goodwill.)



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Say you saw it in the Sierra Educational News

"A Trip to the Orient," a seven-reel film, is the latest moving picture offering to schools and clubs throughout the State by the University of California Extension Division. It was announced today by Director Leon J. Richardson.

Departure of the steamer from San Francisco is the opening scene. The first port reached is Manila, where pictures of the insular capital and the surrounding country are shown. Shanghai and Hankow, China, are the next stops, followed by an excursion to the Forbidden City—Peking. There President Feng Kau Chang is seen reviewing the troops of the Chinese republic while Chinese aviators circle above the spectacular parade. The Great Wall of China is then shown. Korea is also seen on the film. A trip through Japan concludes the travel.

It is stated that as the Extension has secured the loan of this film for a limited time only that community centers and clubs desiring this picture may write immediately to the University of California, 301 California Hall, Berkeley.

Thousands Census Jobs Open to Teachers

The Coming of Peace will require the complete changing of many government departments. The 1920 census opens up 5000 clerical positions. Teachers are specially fitted not only to stand well on the examinations, but to receive quick advancement after appointment. Those interested can get a free list of positions obtainable and free sample questions by dropping a postal at once to Franklin Institute, Dept. M-228, Rochester, N. Y. Immediate action is necessary as the examinations are likely to be announced any day now.

One of the best guides on Gymnasium, Playground, Swimming Pool and Locker Room planning, equipment and operation is issued by the Fred Medart Mfg. Co., St. Louis, Missouri. This guide is known as catalog "L." It will be sent to you on request. The western office of the Medart Company is in the Rialto Building, San Francisco.

The N. E. A. Commission on the Emergency in Education will conduct a conference at Cleveland, February 24-30 of more than passing interest and importance. It concerns the establishment of "an international bureau of education in the League of Nations." A committee of nine was appointed, consisting of F. E. Spaulding, Cleveland; Sarah Louise Arnold, Boston; William C. Bagley, New York; Mary C. C. Bradford, Denver; W. A. Jessup, Iowa; Wm. B. Owen, Chicago; Josephine Corliss Preston, Olympia; and J. W. Withers, St. Louis. The possibilities of service to future generations in world education are manifold.

Special Bulletin No. 8 of the N. E. A. is a consideration of the Smith-Towner bill, now before Congress, for a Federal Department of Education. In a half dozen paragraphs it recounts the successive steps by which the original four departments were increased to ten; and the arguments used to justify the last three—agriculture, commerce and labor—applied to education. It would be well if every teacher could have and read the complete bulletin. Members of the N. E. A. will receive it, but it is too long to justify its inclusion, as a whole, in our pages.

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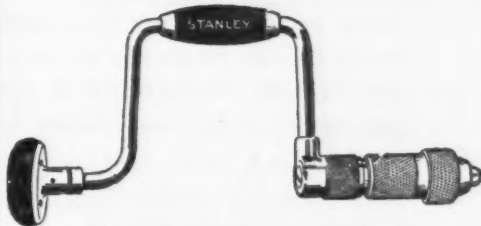
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SCHOOL SOCIAL CENTERS

The Russell Sage Foundation is doing much, and much-needed work for education, in a variety of ways. Among recent publications are monographs on centers of social service in the schools. "How to Start Social Centers," "The School as a Factor in Neighborhood Development," all by Clarence Arthur Perry; and "Organizing a Neighborhood for Recreation," by Lee F. Hammer, are specimens of forward-looking and helpful educational literature, stimulating to room teachers as well as executives. There is reason to think that not communities alone, but schools and teachers themselves would be profited by an habitual participation in such social service work.

"The problem of education is not solely one of economic production or the training of engineers, technicians and workers, but of developing men and women. Even if it is true that the basis of modern social organization is division of labor, it becomes more essential than ever to provide and prolong that education that gives all citizens a common background of general ideas and of a culture that stresses human values. The best preparation for specialized technical training is a good and extended general education. Those who argue that a general education can be obtained from specialized training run the risk of incurring failure in both. It is pointed out that in the most difficult and most technical branch of the army, the artillery, the graduates of the secondary schools were able to master the intricacies after a very brief training. To concede the situation entirely to those who demand technical and vocational preparation would involve a betrayal of the ideals for which the world has been fighting to the dangers of barbarism and materialism."—F. Picau.

"We are too confident that knowledge is power. We study to know instead of studying to live better. . . . The educational problem of tomorrow is not to extend or change the knowledge or to extend or modify the programs so much as to direct knowledge of life, to teach everything, not in terms of the past but of the present and future."—P. Crouzet.

An interesting bit of correspondence has been received from one of our members, suggesting that school trustees and members of boards of education should have heard the discussions at the recent meeting of the Bay Section of the C. T. A. In the words of the writer, "the past meeting was so inspiring, such able men were secured to address us, such important changes for higher education were outlined, that if the trustees and school boards had listened as well as the teachers, much of the delay in introducing necessary changes would be eliminated."

Beard & Bagley's "History of the American People" has been unanimously adopted by the California State Board of Education as the basic text for the seventh and eighth grades of all public schools in the State. The Beard & Bagley history is published by the Macmillan Company.

8 to 1

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*This is the NINTH of a Series of Outlines on the Manufacture
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"FOOD VALUES OF CEREAL BREAKFAST FOODS"

Farmers' Bulletin No. 249, entitled "Cereal Breakfast Foods," and Bulletin No. 142, entitled "Principles of Nutrition and Nutritive Value of Foods," by the following table of comparison show the energy to be obtained from different foods.

The prices noted in the Government report have been changed to conform to local conditions. If the price of the commodity should be different the cost of a pound of protein or the calories of energy should be changed proportionately. It should be understood that protein is the most important and most expensive element in food. Water composes 60% of the weight of the average human body; mineral matter, or ash, 6%; protein, 18%; fat, 15%, and carbohydrates, 5%.

The measure of energy supplied by food is described as calories. A calory is the strength or energy necessary to lift 15 pounds 1 foot high 200 times. The following table shows the comparative value of different foods based both on the protein standard and the standard of caloric energy. It must be remembered that food energy is required not merely for the external work done by the body, but principally for the interior functions of elimination and rebuilding bodily structure. A vast amount of energy is consumed in keeping the body in normal condition, many times as much, in fact, as can be used in manual labor.

TABLE OF FOOD NUTRITION

Average cost for a term of years.

| KIND OF FOOD. | | Cost per Pound of Protein. | Calories of Energy in 10c |
|----------------|-------------|-------------------------------|------------------------------|
| Wheat Flakes, | at 8c..... | \$.90 | 2130 |
| Rolled Oats, | at 8c..... | .64 | 2204 |
| Flour, | at 7c..... | .70 | 2350 |
| Corn Flakes, | at 25c..... | 3.32 | 694 |
| Round Steak, | at 25c..... | 1.35 | 358 |
| Leg of Mutton, | at 30c..... | 2.05 | 285 |
| Roast Pork, | at 24c..... | 1.84 | 518 |
| Eggs, | at 48c..... | 2.78 | 192 |

By comparing the above figures it will readily be seen that cereals furnish much greater nutriment than meats. The contrast as shown by the Government figures is very greatly in favor of cereals. Of cereals, oats and wheat furnish about twice as much nourishment for the money as toasted corn flakes.

PREPARED BY

ALBERS BROS. MILLING CO.
San Francisco, California

And now comes Northwestern University, Chicago, with a campaign to raise \$25,000,000 for campus and new buildings, and to be able to raise salaries.

Winston-Salem, North Carolina, has one of the most modern and well-managed school systems in the country, and now it has been showered with riches—a tract of 47 acres as a site for high school building, playground and park; \$50,000 to buy an adjoining area; money for an auditorium. In addition to all this, a school bond election but recently carried for \$800,000 by a vote of 772 to 12!

There is in hand "A message from Mrs. Dorsey," taken (by permission) from the Los Angeles City Teachers' Club Bulletin for October. Crowded out of the present number by proceedings of the two C. T. A. section meetings, this contribution, along with several others, must go over to the December issue.

The Northern Section, in recent session in Sacramento, passed resolutions of amendments to their constitution; and proposals were made to the Bay Section for a somewhat general reorganization of the local body. The Southern Section also, in a recent publication, discusses the need of revision of their local charter, the objects to be attained, and a body of principles governing the changes.

In a recent survey of the Lexington, Ky., schools, it was shown that in comparison with 91 other cities of her population class the city spends proportionately more for the general government purposes; for police and fire departments, and for hospitals and charities; and less for recreation, libraries, conservation of health and for schools than the average of the other cities. Lexington does not stand alone in this under-emphasis of the schools' needs. Her per capita true value of property is greater (by \$84) than the average of the other 90 cities. Yet the salaries of her elementary teachers range from \$550 to \$800, and of her schools, \$900.

In Western cities, Portland, Berkeley and Oakland maintain "schools for janitors," and attendance is made compulsory.

The time for holding the annual meeting of the Central Section C. T. A. has been set for December 15, 16, 17, at Fresno. Mr. Cross is president.

More men teachers were recommended at the Sacramento meeting; also that grade teachers should be paid the same as high school teachers if equally trained and equally efficient. President Osenbaugh of Chico made a vigorous presentation of both points.

Mr. H. O. Williams, Principal of the Sacramento High School, recently returned from service in France, addressed the High School section on "A Year with the Pollu," and responded to a call at the Schoolmasters' Club luncheon Wednesday night.

Shasta County has three union high schools with nearly thirty teachers; five district elementary schools with two or more teachers, and 101 one-teacher schools. The topography of parts of the county makes consolidation difficult.

Every school executive should send for the "Kewaunee Book." It's the "last word" in laboratory furniture. A postal brings it. Address Kewaunee Mfg. Co., Kewaunee, Wisconsin.

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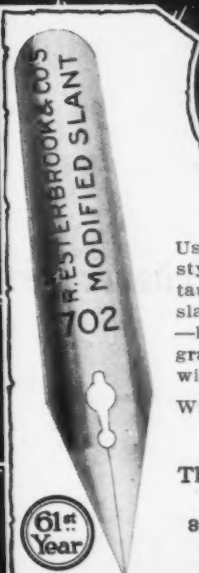
"Enamelac" is a heavy water proof enamel paint that hardens without firing. Works on glass bottles tins, wooden boxes, Parisian Ivory, etc. Made in 15 colors.

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Minneapolis, Minn., Plymouth Bldg.

Leonard V. Koos of the University of Minnesota makes a valuable contribution to the September Elementary School Journal, on "Space Provisions in the Floor Plans of Modern Elementary School Buildings." The analysis of accommodations upon standard construction covers 50 items from schoolrooms to toilets. It should be distinctly serviceable to all who are planning school buildings.

The Place of Physical Education in the General Theory of Education is the title of an admirable paper by Dr. Richard G. Boone of the University of California appearing in the American Physical Education Review, and reprinted in full in Southern School Work for September. Dr. Boone formulates certain typical aspects of educational theory applicable alike to all phases of education; the recognition of the body as the source of the mind's energy; conception of education as having a social as well as a merely personal reference; the principle that human improvement is a growth and not a manufacture; the particular exercises, whether didactic or gymnasial, are instruments only, not (ends) in themselves; right habits are fixed and ideals implanted, during the period of growth in the plastic years of childhood.

The Los Angeles School Journal deserves more than passing notice. For some years there has been published in that city a bulletin originated by the Principals' Club. This fall the publication became the Los Angeles School Journal, with weekly issue, published jointly by the Principals' Club and the High School Teachers' Association. It is a magazine of 24 pages, subscription \$1.50 per year. The enterprise is unique, in that two important organizations come together in its publication. More than this, the Journal is the channel for communications from the Board of Education of the city, the superintendents and associates, the principals and the teachers in the schools. This not alone official matter from the administration side of the school system, but educational contributors and notes find a place in its pages.

The Journal will help in no small degree to unify and raise the standard of schools and teaching; will keep all elements of the system informed as to the activities elsewhere; will tie together the city of Los Angeles and county outside with the section and the State, and be a power for right legislation.

It was owing in no small degree to the efforts of Mr. C. A. Wheeler, former president of the High School Teachers' Association, that the present plans were consummated. The editor of the Journal, George W. H. Shield, and his associates should have the hearty support of the entire teaching body of Los Angeles.

The Channon catalog covers everything for the School Shop. Its 1150 pages is a mine of real up-to-date information. A copy will be sent on request by H. Channon Company, Market and Randolph streets, Chicago.

The Superintendents Rating Sheet, issued by Milton Bradley Company of San Francisco, is one of the most helpful records yet issued. Every Superintendent and principal should have these sheets on his desk.

The Teachers Casualty Underwriters brings you protection against loss of income when sickness, accident or even quarantine cuts off your salary. A postal brings you some decidedly satisfying information. Address: Teachers Casualty Underwriters, 456 T. C. U. Building, Lincoln, Neb.

For a copy of "American Woodworking Machines for Vocational Schools" write to American Woodworking Machinery Company, 591 Lyell Ave., Rochester, N. Y. It is a splendid catalog and should be on the desk of every superintendent and instructor in woodworking.

Do you know just what "Lapidolith" is? It's for treating concrete floors to make them dust proof. Lapidolized floors are thoroughly sanitary. For sample flask, lapidolized slab and instructions, write to L. Sonneborn Sons, Dept. 42, 264 Pearl Street, New York.

"The rotation plan of vitalizing the teaching of agriculture is the biggest idea in education since the time of Horace Mann," says Dr. A. E. Winship. If you want to know all about the plan, read page 634 of the November "News."

Complete information concerning motion pictures, showing how saws and tools are made, may be secured by writing to the Educational Department, Henry Disston & Sons, Philadelphia. The following Disston books are widely used as texts in schools and are available in required quantities without cost: The Saw in History; Handbook on Saws; Why a Saw Cuts; How a Hand Saw is Made; Saw Chart; File Chart.

The Thorndike Series of Arithmetic, published by the Rand-McNally Co., was adopted at the last meeting of the California State Board of Education for use in the public schools of the State.

Mr. Charles Beers, formerly representative of the Educational Publishing Company, has accepted a position as assistant to A. A. Belford of the Rand-McNally Co. Mr. Beers was with the marines in Europe for some two years. His many friends will be glad again to welcome him to California.

Richmond, California doubles its school population in six years. A bond election is to be called to provide more room. The 42 teachers of 1913 have increased to 83 at the present time. Town and city schools generally throughout the state are crowded.

Nearly 100 Australian soldiers, farmers or intending farmers, have recently entered the University Farm School at Davis, and are pursuing courses in general agriculture and particularly irrigation. They are picked men from 1000 candidates.

Superintendents of Schools and Boards of Education in cities who are directly interested in school health measures would find assistance in Bulletin No. 2, 1919, on "Standardization of Medical Inspection Facilities." It is really an expert opinion upon housing a school medical department, inspectors and nurses quarters, examination and clinic rooms, dispensaries, etc. It is an illuminating and authoritative monograph where expert judgment and knowledge are much needed for the guidance of school authorities and architects.

The salary of Superintendent Frank B. Cooper has been voluntarily raised by the Seattle Board of Education to \$10,000 a year. It is a deserved recognition of sensible and consistent educational services. This is the largest salary on the Coast for an administrative office; and one wonders if a like statement may be made of the salaries of Seattle's classroom teachers.

The State of Delaware is the recipient of a fund of \$2,000,000 from Pierre S. Du Pont, the powder manufacturer, to assist the State's public school building program. The fund, which has been created by the deposit of securities, is to be held in trust, the income from which is to be available through a period of four years, although, indeed, the trustees may borrow in advance of receipt of income or may sell a portion of the principal not to exceed \$500,000. The terms of the gift provide that one-fourth of the income is to be set aside for the colored schools of the State. The city of Wilmington is not included in the terms and it is further provided that a school district, in order to share in the benefits of the fund, must raise an equal amount by taxation.

On October 23, thirty delegates, representing as many County Farm Bureaus, met at Berkeley to organize the California Farm Bureau Federation. Seven active committees are provided for, of which one is an Educational Committee, with Volney H. Craig of Los Angeles as chairman. Its functions comprise "publicity work with the new organization, improvement of the conditions of the rural schools, and the spreading of information on the relative costs of production of farm crops."

As a form of patriotic work and civic interest, the schools of Cincinnati participated recently with other citizens in the dedication of the Hamilton County Court House.

Paper and Tablets Have Doubled in Price Pencils Have Advanced

You can help cut down the high cost of writing materials for the children, by arranging for more individual work at the blackboard. Crayons are inexpensive.

Use the best, buy the celebrated Waltham brand or the Hygieia Dustless.

The American Crayon Co.
Sandusky, Ohio Waltham, Mass.
ESTABLISHED 1835

CAUGHT NEW FORD WEEKLY

Several cities have established fish markets for the purpose of utilizing the tremendous natural resources of the waters along the Pacific Coast. They have greatly reduced the cost of living by the use of fish at a very moderate cost as a substitute for meat.

And now the Goldwyn Distributing Corporation announces the release of a new Ford Educational Weekly, "Caught," which was taken in the Canadian Northwest.

The picture reveals the source of the immense supply of fish which has reduced the cost of living all along the Western seacoast. With remarkable daring, the camera man accompanied the intrepid fishermen as they laid their nets and photographed the big catches, which later will be served in the "best of families" fresh from the sea.

It is not generally known that many of the canneries which supply fish for Eastern distributors are located in the Canadian Northwest.

It is interesting to know that the salmon, one of the most abundant of the numerous varieties of fish to be found in the Northwest, deposits its roe early in the season far up the small streams which abound in this territory, and later returns to find the eggs hatched and the young swimming out to sea. Millions of eggs are destroyed by other inhabitants of the sea, but the salmon is a canny fish and seeks out shallow water in which to spawn.

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